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THE WISCONSIN Journal of Education:

THE ORGAN OF THE

State Teachers' Association,

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

8276

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VOLUME I.

RACINE:
HULETT & HARRISON, BOOK AND JOB PRINTERS,
Daily Journal Office, Corner Main and Third-sts., over the Commercial Bank.
1857.

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WISCONSIN
JOURNAL OF EDUCATION.

VOLUME I.—MARCH, 1856.—NUMBER I.

INTRODUCTORY.

THE importance of our educational interests has led to the establishment of this Journal. Teachers and friends of education have long felt the want of a medium of interchange of thought and opinion. About a year ago, Hon. JAMES SUTHERLAND commenced the publication of the "Wisconsin Educational Journal," and under the editorial charge of GEO. S. DODGE, Esq., we believe it did good service. At the last meeting of the State Teachers' Association, Messrs. SUTHERLAND & DODGE signified their willingness to transfer their interest in it to the Teachers of the State; and the result of an arrangement satisfactory to them and the Association, is the publication of the present Journal. As the present is the first number published under the auspices of the Association, a statement of the objects we shall labor to secure, may not be inappropriate.

We wish to furnish a medium of communication between the Department of Public Instruction and the School Officers of the State, as well as an organ for the State Teachers' Association, in order that the different parts of our school system may work together harmoniously. It is not intended to make the Journal a Teachers' paper merely. While it will aim to aid the Teacher, it will also recognize the fact that there is, or should be, a school around the fireside of home;—that *home* is ordained of God as the great instrumentality for educating the human mind. It will also hold that the wealth and power of a Nation consist rather in *mind* than *money*—that all true reforms must embrace as their central idea, *the education of the hand, the head and the heart.* To increase and perfect the instrumentalities for developing mind—to elevate our schools—to awaken a deeper interest in them, as underlying, sustaining and cherishing all that makes us prosperous as a State, or noble as a people, will be objects which the Journal will labor to promote.

It will aim to secure a higher standard of qualification on the part of Teachers; to obtain the establishment of Normal Schools; to furnish our schools with more direct supervision, and to call public attention to Union or Graded Schools. It will contain plans of school buildings, and will endeavor to prove a safe guide in all matters relating to Public Schools.

It will oppose existing evils, but this will not make it necessary to attack existing Institutions, and while it will endeavor principally to promote free, uni-

versal education, it will recognize every educator as a co-laborer.

We wish to secure contributions from all classes of mind. While there are those among us who may understand the Philosophy of Education, there are others who can furnish articles upon the different departments of Natural History, Mathematics, Languages and Metaphysics.—We wish to enrich our columns with the results of the experience and investigation of the Teachers of the State. Whether we shall attain the objects here indicated or not, will depend less upon the efforts of the Editorial Committee, than upon the fidelity of the friends of education.

With this specific statement of the objects which we have in view, and with a suitable distrust in our own ability, but with strong confidence in the intelligence and wisdom of those, in behalf of whom we act, we ask the sympathy and co-operation of the public.

SUPERVISION OF SCHOOLS.

It is often a matter of complaint among teachers that they are subjected to a supervision unknown to the other professions; and that this supervision is sometimes rendered doubly odious by the inexperience, not to say positive ignorance, of those placed over them. That there is too much ground for this complaint can not be denied. School committees are frequently chosen without any regard to their fitness for the office; and when this is not the case, when the best men that can be found are selected to preside over our schools, it is not presuming much to say that they are but poorly qualified to instruct professional teachers in regard to the peculiar duties of their calling.—When, therefore, a committee man assumes the direction of the internal and minor arrangements of a school, the teacher has a right to complain of such conduct as an unwarrantable interference in matters that should be left entirely to his control.

But a supervision of some kind is a necessity in the system of public school instruction. As we have already intimated, teachers are inclined to claim the same freedom in the management of their schools, and the same exemption from oversight as are enjoyed by the members of the other professions. But there is a marked difference in the two cases, which is frequently kept out of view. When a man is dissatisfied with his physician or lawyer, he has only to dismiss him and seek the services of another. He has no one to consult, and there is no one to object. It is simply following the course of trade; a person buys where in his judgment he can obtain the cheapest and the best. It is true, that, for obvious reasons, the State has prescribed certain conditions before a man may practice medicine or the law. But a certificate once given, the candidate is entirely free from all direction and control. In one respect, we grant, the advantage is with the members of the other professions. They are examined and receive their certificates from men who are supposed, at least, to know as much about their professions as the candidates themselves. This is as it should be. And so it may be, and so it should be with the teacher. And we hope soon to see the time when the system of examination, as now practised, (or rather the ridiculous farce, as it might sometimes be called,) shall be entirely done away with; when the teacher shall be examined by his peers, and when their approval shall give him authority to teach any where in the State at least, where his services may be required. But here the analogy fails. The private teacher, it is true, may establish himself wherever he pleases, subject to no examination and without let or hindrance from any one.—But it is the system of public instruction to which our subject applies, and of which we propose to treat; and we repeat, that a supervision of some kind is a necessity of the system itself.

In every city and town, schools are to be located, graded and organized. Who shall determine the ages and qualifications for admission? Who shall decide upon the hours for commencement and close of school, the holidays and vacations, and the length of the terms?—Teachers are to be provided; who shall

select the best from the multitude presented, fix their compensation and prescribe their duties? A course of study is to be marked out, and books are to be selected for all the different branches in school. There are many other duties to be performed by some one: who shall it be?

The teacher is evidently the best qualified to give an intelligent opinion upon all matters pertaining to his profession; but in many particulars he is directly interested, and while, therefore, it is proper for him to advise, it would be very impolitic for him to decide. In the laying out of a course of study, and especially in the selection of books, the judgment of an experienced teacher is worth more than that of the most competent committee; yet it is better that these points should be decided by a committee, and thus be comparatively permanent, than that they should be changed every time a new teacher enters the school. The committee, however, who do not advise with the teacher in the matters which come under their supervision, and who do not allow great weight to his judgment, are guilty, not simply of a slight to him, but of a grievous wrong to the school.

But again; the teacher is a servant to the public; under certain restrictions his school is open to all, and he receives his pay from the public treasury. It is therefore not only perfectly proper in itself, but the community has a right to know from some reliable source with what fidelity he discharges his trust. No man should be placed in so responsible a situation without being obliged at stated times to give account of his stewardship; the faithful teacher will be the last to object to the rendering of such an account. It is natural for us to believe that the members of our profession are as honorable, upright and trustworthy as those of any calling in life; but the examples of perfidy and breaches of faith with which the newspapers of the day are literally filled, teach us that it is unsafe, as well as unwise, to place a man in any responsible position without subjecting him to a constant and careful oversight and control.

If, now, we have succeeded in establishing the *necessity of a supervision* of schools, it remains for us to inquire *by whom, and in what manner it may be most profitably exercised.*

In regard to the persons most competent to judge of the efficiency of a teacher and the success of his school, it would seem that there could be but one opinion. It is not usual to consult a physician upon a question of law, or a clergyman in regard to the bodily "ills which the flesh is heir to." On the same principle, we assert with the utmost confidence, that the practical teacher is better able to judge of the skill and fidelity of those engaged in his own calling. And here it may be remarked, once for all, that by *practical teachers* we do not mean those who may have taught for a few weeks in their younger days to obtain the means of completing an education, or to relieve the tedium of a college life; nor those, even, who may now regularly engage in the business of instruction at that season of the year when they cannot plough by reason of the cold. But we mean those who, having prepared themselves as best they might for the solemn position they were to assume, have put on the harness and given their hearts and their lives to the work. But practical teachers, it will be readily seen, are generally engaged in the active duties of their profession. In discussing this question, therefore, we are not to consider who are the most capable of presiding over schools but who are the best that can be obtained. And in answering it, our object will be to show that the present laws of our State, with some slight modifications, furnish us with the most efficient supervision that can be desired: a *school committee* chosen from the people, who shall be assisted by a *superintendent* selected by themselves and under their control.

The selection of a school committee is a matter of much importance. That they who are to direct the course of instruction which is to give character to the young of their city or village, should be the best men that can be obtained, needs no argument, we think, to prove. But it is not necessary in our judgment that they should all be the most learned men. It is desirable that a part of them should be able to examine teachers, select suitable text-books, and lay out a course of study and such men may easily be found. It is equally desirable, we think, that some

of the number should be taken from the common walks of life; men of sound sense, large hearts and liberal views. It is often thought that literary men only are capable of examining schools. This we regard as a great mistake. There are many things to be taken into account in determining the character of a school besides a prompt or a tripping recitation; and we have known men of very limited scientific knowledge, for whose opinion of a High School, even, we would give more than for that of some of the greatest scholars in the land. Men, also, whose employment leads them into different paths and trains their minds to peculiar habits of thought, will be able to look at a subject from various points of view, and thus to come to a more correct and intelligent decision. Moreover, there are material interests to be cared for in the management of a school, and to deal with these interests aright, the most competent are not generally professional men. But whatever qualities may be looked for in a school committee, it is highly desirable that sectarianism and politics should have nothing to do with the selection. Sad, indeed, will it be for the interests of our children, when the bitter waters of party strife or sectarian feeling shall be allowed to disturb the harmony of our public schools.

If, in addition to the choice of suitable men, they could hold their office for a term of three or five years, with a change of one or two members annually, it would give a character as well as a permanency to their doings that would add greatly to the usefulness of the board.

But a great amount of labor is necessary for an efficient superintendence of schools. Besides examinations at stated times, the statute requires a monthly visitation of all the schools in the town, and the maximum requirement of the law will certainly be the minimum performance of a faithful committee. But it follows almost as a matter of course, that the men the best qualified to perform these duties are the very ones the most engaged in the active duties of life. However interested, therefore, they may be in the work and however anxious to discharge their duty, they cannot devote to it that time which is absolutely essential to insure success. Whether merchants, profesional men, or laborers, how can it be expected that, in addition to the peculiar duties of their own calling, they shall keep themselves acquainted with the contents and the merits of the multitude of text-books that are continually swarming from the press, with the various methods of instruction pursued in different schools and, in one word, with all duties and perplexities of the school-room? The thing is an utter impossibility, and hence the necessity of a *superintendent*.

When this subject was first proposed, we confess that we regarded it rather as an innovation, than as an improvement; and such, if we mistake not, was the opinion of teachers in general. But after having given it some thought, we are fully convinced of our error; and we now believe that towns and cities will really take an important step in advance, when they avail themselves of the provisions of the statute for the appointment of a superintendent.

The first objection that presents itself to our mind is, the difficulty of obtaining a suitable person for so delicate and responsible a position. It is true that a proper discharge of the duties of the office requires a rare combination of qualities possessed perhaps by few. But this objection may be urged with nearly equal force in respect to very many of the responsible positions in life. An approximation to what is wanted is all that we can reasonably expect; and the difficulty of finding competent men is not so great we believe, as it has often been regarded. School committees are chosen in open town meeting, and too often, as we have already said, without any regard to their fitness for the office. But a superintendent is to be selected by a school committee for a special purpose; he is to have a regular salary, and is to devote all his time to the work. Now, if a board will exercise any tolerable degree of care in the choice of a teacher for a single school is it reasonable to suppose that they would appoint a man to superintend all their schools without the most careful inquiry and the most earnest deliberation?

Another objection sometimes urged by teachers is, that they are unwilling to be placed so entirely in the power and under the control of one man. But it should be remembered that this man is responsible

to a higher power and that he can do nothing without the sanction of the board that appointed him. Besides, if he be, as we suppose him to be, the *right man*, he is better able to enter into their feelings, to understand their wants and their duties, and to appreciate their labors, than the most competent committee that ever was chosen.

And this leads us to the inquiry, *who is the right man for the office?* To this we would unhesitatingly reply, a *practical teacher* of large experience, sound sense and of good ability. As it regards the school committee, we have already shown that it is not practicable to select members from men actually engaged in the business of instruction. Neither is it a matter of so much importance if they are properly assisted in their labors by a competent superintendent. But in respect to the latter office, the case is different. Not only is it possible to secure the services of such a one as we have described, but we affirm with confidence that no other one should be obtained.—If the candidate be highly educated and of intellectual culture, so much the better; but the want of these, if he possesses the other requisites, should not be fatal to his appointment. On the other hand, no combination of qualities, however rare, should avail without positive experience in teaching. It would be an act of sheer injustice to place one without this experience over teachers, some of whom may have spent their lives in the work. Neither is there any necessity for such a course. The annual and the district schools of the commonwealth now furnish a sufficient number of well-trained and successful teachers, from whom a proper selection may be made; and out of this number an intelligent committee will make their choice, if they regard only the best interests of their schools.

But what shall be the *office* of the superintendent? We answer, in one word, that he is to perform all those duties, which, from want of time or from any other cause, the school committee may not be able properly to discharge. As we have already said, they are engaged in the active duties of life, and it is often inconvenient, sometimes utterly impossible for them to leave their clients or their patients, their stores or their workshops, to answer the numerous calls which may be made upon their time and attention.

It should be his business to attend to all the material interests of the schools. If a blackboard needs to be painted, a pane of glass to be set, or any repairs to be made, he should know what is required, how and by whom it is to be done. It must be entirely superfluous to specify the thousand little wants and necessities that are constantly arising; but it is enough to say generally, that whatever is requisite for the comfort and convenience of the schools, which it is within the power of the school committee to furnish, it should be his duty at once to provide. He may also be the medium of communication between the teachers and committee. Passing round from school to school and conversing with the different teachers, he becomes acquainted with their views on the various subjects of their profession, and those views he may properly present to the board.

He should visit the schools as often as circumstances permit, and be in readiness at any time to give professional advice in all cases of doubt and difficulty that may arise. This, indeed, must be a prominent part of his duty, and being, as we have insisted he must be, a *practical teacher*, he is well qualified for the work. Even the most experienced teachers are often placed in difficult and trying circumstances, where they need sympathy and professional advice; but it is more especially true of those who have just entered the profession, and to them should his attention be particularly directed. The schools of a city or town will not of course be all alike. Each teacher will have his excellences and his peculiarities; and the superintendent should see that, as far as possible, whatever is good in one school is incorporated into all. He may give hints in regard to discipline, and suggest different methods of instruction or, in the case of new teachers especially, he may conduct the recitations himself, and thus by living example impart instruction which it would be next to impossible to convey by precept.

But his attention should not be confined to his own village. He should become acquainted with the best schools and the best teachers in the vicinity, and should introduce at home the most ap-

proved methods of instruction and discipline which he may find abroad. Whenever a vacancy occurs in a school under his charge, he will know or should know where to find the very best teacher to fill it; and the great advantage of this can be best appreciated by those who know how many blanks are usually drawn to a prize. In case of applicants from other towns, he should visit their schools, and thus in the only satisfactory manner ascertain in regard to their efficiency and success; and he should also be present and take part in the examination of teachers so long as the present system of examination lasts.

In addition to the rest, he should become familiar with the merits of the principal text-books as they issue from the press, and no change should be made till recommended by him, or at least without his knowledge and approval.

It is not necessary, we trust, to pursue this part of our subject to any greater length. The peculiar work assigned to a superintendent will be different in different places; and it will be the province of school committees to prescribe such duties as the particular circumstances of their schools may seem to require.

It is evident that a *liberal compensation* will be necessary to procure the services of a suitable man. The large towns and cities will be able to meet this expenditure without unreasonably increasing the burden of taxation. Not so, however with the smaller towns. In many places the salary of a superintendent would be an important part of the whole amount raised for schools. But the larger towns support annual schools, where the change of teachers is much less frequent, and where those employed are more generally engaged in the business for life. The supervision, also, of these schools is usually more efficient and perfect than in the smaller towns; and hence it will be readily seen that a superintendent is needed the most in those places which can the least afford the necessary expense.

To remedy this evil we propose that several contiguous towns unite in the choice of a man who shall divide his time and attention equitably between them.—To this course we can see no valid objection, while it has many and great advantages. By this union, each town, for a comparatively small amount, may secure the services of an experienced teacher, and place its schools under the most efficient supervision that can be obtained.—The school committees of the several towns acting together, may select the man and prescribe his duties; and there can surely be no just occasion for jealousies, or for such differences in opinion as to prevent harmonious action. If there were any fear of favoritism on the part of the superintendent, it would not be necessary that he should be taken from either of the towns whose schools he would be called upon to direct. Indeed, this would not be likely to be the case, if a practical teacher were selected, for the very reason that these towns do not furnish men of sufficient experience for the purpose.

Could such an arrangement be effected the great good which would result must be apparent to all. The teachers of these towns are generally young and inexperienced, and need, therefore, much instruction, sympathy and advice; and who so well qualified to give them as one who has spent the best years of his life in the work? Any one at all conversant with the subject, knows that the schools of two adjoining towns, not only *may be*, but frequently are, entirely different in regard to text-books, methods of instruction, and their general condition. Go where we will, after leaving the cities and larger towns, and within the circumference of a few miles, may be found some of the *best* and some of the *poorest* schools in the State. Suppose, now, they could be placed under the care of some experienced and successful teacher, and what a change would be wrought in a single year. The extent of territory is, it is true, some objection to the union, but is by no means an insuperable one; and this objection, we believe, would be more than counterbalanced by the generous rivalry which would be created not among teachers merely, but among the people of the different towns.

The plan which has been proposed is a simple one, and the experiment could be easily tried. We cannot predict, for a certainty, in regard to the result, but we know that some of the best teachers in the State have full confidence in its entire success.—*Massachusetts Teacher.*

AS WE SOW WE SHALL REAP.

The vague expectation of gaining advantages without employing proper means may be seen in those who are perpetually in search of short and easy roads to knowledge; flattering themselves, that by the indolent perusal of abridgements and compendiums, or the sacrifice of an occasional hour at a popular lecture, they will, without much application, imbibe that learning, which they see confers so much distinction on others. They forget, that, from the very nature of the case, science cannot be obtained without labor; that ideas must be frequently presented to the mind before they become familiar to it; that the faculties must be vigorously exerted to possess much efficiency; that skill is the effect of habit; and that habit is acquired by the frequent repetition of the same act. Application is the only means securing the end at which they aim; and they may rest assured that all schemes to put them into possession of intellectual treasures, without any regular or strenuous efforts on their part, all promises to insinuate learning into their minds at so small an expense of time and labor that they shall scarcely be sensible of the process, are mere delusions, which can terminate in nothing but disappointment and mortification. It cannot be too deeply impressed on the mind, that application is the price to be paid for mental acquisitions, and that it is as absurd to expect them without it, as to hope for a harvest where we have not sown the seed.

As men often deceive themselves with the hope of acquiring knowledge without application, so they calculate on acquiring wealth without industry and economy, and repine that another should bear away the prize which they have made no effort to secure. Or perhaps, impatient of this slow though certain process, they attempt to seize the end by some extraordinary means, and carry by a single stroke what humbler individuals are content to win by regular and tedious approaches. They see the schemes of other adventurers continually failing, yet they press forward in the same course, in defiance of probability, and in the hope of proving singular exceptions to the general doom. Their bold speculations, it is true, may sometimes succeed, but they usually terminate in ruin. Disaster is the highly probable issue, and their certain consequence is a state of anxiety and suspense for which no success can atone.

But the most important mistakes of the class under consideration are those into which men fall in their moral conduct.—Misery in one shape or the other is the inevitable consequence of all vice; and a man can scarcely be under a greater delusion than to suppose, that he can in any instance add to his happiness by a sacrifice of principle. Yet, from the want of a clear perception of the tendencies of actions, it is too often assumed, that vice would be pleasant enough were it not forbidden; and many a one indulges his guilty passions because he knows the pleasure to be certain, while the punishment, he flatters himself, is only contingent. Every departure from virtue, however, draws after it a train of evils, which no art can escape. The ruin of health is the consequence of intemperance and debauchery, the contempt and mistrust of mankind follow upon deceit and dishonesty, and all other deviations from moral rectitude are attended by their respective evil effects. Some of these consequences are certain and uniform, and if others do not invariably follow, they ought to be considered in practice as inevitable from the rarity of the anomalous instances.—Between acting against possibility, and against a high degree of probability, there is little difference in point of wisdom.—General rules will fail, or appear unnecessary, in particular instances; but as these instances cannot be foreseen, and are few in number, he who wishes to secure the end which the general rule has in view must observe it, and would be guilty of folly to speculate on its exceptions. If a man wishes to be a long liver he must adopt habits of sobriety and temperance, as the most likely way of obtaining his purpose, notwithstanding the instances of a few individuals who have reached a good old age in direct violation of this precept. Men should recollect, too, before cheating themselves into the hope of impunity in vice, that however they may escape some of the peculiar effects, they can have no security against its general consequences. All vices are accompanied by self-degradation, as the substance by the shadow; by a deterio-

ration of character fraught with incalculable mischief to our future peace; by the contempt, suspicion or indignation of our fellow creatures on their discovery; and whether discovered or undiscovered, they are pursued by that secret uneasiness, which, by the constitution of our nature, is the doom of guilt, however successful, or however concealed. A man may, indeed, proceed for a time in the career of iniquity, with a seeming carelessness and enjoyment, and obduracy of conscience; but as long as the human mind retains its present structure, he can never be sure that the next moment will not plunge him into the acutest agonies of remorse.

Virtuous actions and virtuous qualities, on the contrary, may be regarded as the necessary, or most likely means to secure certain good ends; as roads terminating in pleasant places. Thus honesty is the means of inspiring confidence, veracity of obtaining credit for what we say, and temperance of preserving health. If we would be esteemed, loved and confided in, we must evince qualities which are estimable, amiable, and calculated to attract confidence. The error of many consists in expecting to arrive at the place without traveling the road. They imagine that they can retain health of body and peace of mind amidst sensuality, cruelty and injustice, and calculate on the respect of their neighbors in the face of actions almost beneath contempt. It would be as rational to form expectations of reaching London by pursuing a northerly route from Edinburgh, or by prolonging life by poisoned nutriment.—*Bailey.*

Bind up the Wounds.—A man strikes me with a sword and inflicts a wound. Suppose, instead of binding up the wound, I am showing it to everybody; and after it has been bound up, I am taking off the bandage continually, and examining its depth and making it to fester, till my limb becomes greatly inflamed, and my general health is materially affected; is there a person in the world who would not call me a fool? Now such a fool is he, who, by dwelling upon little injuries, or insults, or provocations, causes them to agitate and inflame his mind. How much better were it to put a bandage over the wound, and never look at it again!—*Jamison.*

THE CULTIVATION OF THE SENSES.

How our hearts bound to the spirited strains of martial music; how we thrill to the shout of the multitude! and how many a David has charmed away evil spirits by the melody of beautiful sounds. Neither is it a passing emotion of little moment in our lives we receive from the senses, they are our perpetual body-guards, surrounding us unceasingly; and these constantly repeated impressions, become powerful agents in life; they refine or beautify our souls, they ennoble or degrade them, according to the beautiful or mean objects which surround us. A dirty slovenly dress will exert an evil moral influence upon the child; it will aid in destroying its self-respect; it will incline it to habits which correspond with such a garment. The beautiful scenes through which a child wanders, playing by the sea-shore, or on the mountain-side, will always be remembered; the treasures of shell and sea-weed, brought from wonderful ocean caves, the soft green moss where the fairies have danced, and the flowers that have sprung up under their footsteps will leave a trace of beauty, of mystery, and strange happiness wherever its later life may be cast. The senses mingle powerfully in all the influences of childhood. It is not merely the loving of parents, the purity and truthfulness of the family relations that make home so precious a recollection; there are visions of winter evenings, with the curtains drawn, the fire burning, and gay voices or wonderful picture books; there are summer rambles in the cool evening, when the delicious night-breeze fanned the cheek, and we gazed into the heavens to search out the bright stars. It is, then, most important in educating children to guard the senses from evil influences, to furnish them with pure and beautiful objects.—Each separate sense should preserve its acuteness of faculty; the eye should not be injured by resting on a vulgar confusion of colors, or clumsy, ill-proportioned forms; the ear should not be falsified by discordant sounds, and harsh, unloving voices; the nose should not be a receptacle for impure odors; each sense should be preserved in its purity, and the objects supplied to them should be filled with moral suggestion and true sentiment; the

house, the dress, the food, may preach to the child through its senses, and aid its growth in quite another way from the protection afforded, or the good blood which feeds its organs.—*Harper's Mag.*

A YOUNG MAN'S CHARACTER.

No young man who has a just sense of his own value will sport with his own character. A watchful regard to his character in early youth, will be of inconceivable value to him in all the remaining years of his life. When tempted to deviate from strict propriety of deportment, he should ask himself, can I afford this? Can I endure hereafter to look back upon this?

It is of amazing worth to a young man to have a pure mind; for this is the foundation of a pure character. The mind, in order to be kept pure, must be employed in topics of thought which are themselves lovely, chastened and elevating. Thus the mind hath in its own power the selection of its themes of meditation. If youth only knew how durable and how dismal is the injury produced by the indulgence of degraded thoughts, if they only realized how frightful are the moral depravities which a cherished habit of loose imagination produces on the soul—they would shun them as the bite of a serpent. The power of books to excite imagination, is a fearful element of moral death when employed in the service of vice.

The cultivation of an amiable, elevated and glowing heart, alive to all the beauties of nature, and all the sublimities of truth, invigorates the intellect, gives to the affections that power of adhesion to whatever is pure and good, and grand, which is adapted to lead out the whole nature of man into those scenes of action and impression by which its energies may most appropriately be employed, and by which its high destination may be most effectually reached.

The opportunities of exciting these faculties in benevolent and self-denying efforts for the welfare of our fellow-men, are so many and great, that it really is worth while to live. The heart which is truly evangelically benevolent, may luxuriate in an age like this. The promises of God are inexpressibly rich, the main tendencies of things so manifestly in accordance with them, the extent of moral influence is so great, and the effects of its employment so visible, that whoever aspires after benevolent action, and reaches forth to things that remain for us, to the true dignity of his nature, can find free scope for his intellect, and all aspiring themes for the heart.

THE FARM-SCHOOL AT METTRAY.

At Mettray, near Tours, in France, there is a large school for the reformation of Juvenile Delinquents. It is called an Agricultural Colony, and has acquired, under the direction of Mr. De Metz, a reputation quite equal to the "Rough House" of Dr. Wichern at Horn, near Hamburgh, which it closely resembles in preserving throughout all its arrangements a "family" character. It is a home and not a prison, as may be seen from the account Dr. Barnard gives in his National Education in Europe.

Lord Leigh, an English nobleman, having recently published an account of his visit to Mettray, the London *Times* discusses the subject in an editorial article, from which the following paragraph is taken:

"If a man wants to die to the world in good earnest, and henceforth to enjoy no satisfactions but those which arise from the performance of duty, let him learn from M. de Metz, and adopt a family of that ungainly, disappointing, and almost impracticable class, called "juvenile offenders." It is, indeed, the work of an apostle. M. de Metz makes himself "all things to all men" in his dealings with his young *proteges*. He renders their occupation while at Mettray as similar as possible to those to which they will return, and therefore the best preparation for them. He gives them the opportunity of improvement in their trades, and requires such observances of religion, such an arrangement of the hours, such a division into groups, such a system of rewards, such moderate punishments, such a dress, such habits as industry, economy and cleanliness, such a rule of promotion, such instruction, and even such amusements, and such performance of public duties, as shall render the little world of Mettray as much as possible a

preparation for a great world without.—A lad who has spent two months in breaking stones learns to take his place at the roadside, but a boy at Mettray is taught all the duties of a citizen. He is even taught to assist in putting out a fire, to chant in the church service, to use a pencil sufficiently for the purposes of trade, to practise gymnastic exercises, to march to the sound of music, to swim, to cook, to wash, to manage cattle, to keep accounts, and to assist, if fit for it, in the management of the rest. Indeed, it strikes one that there are few of us who would not learn something from a course at Mettray; and that at least, the raw recruits of our army would be better qualified for service by a little of the multifarious instruction there imparted. There are very few people who have not some charge or other to bring against those who had the conduct of their education on the score of some serious omission.—A laborer or an artisan would hardly find a want in the school at Mettray."

SONG OF THE SEASONS.

BY CHARLES MACKAY.

I heard the language of the trees,
  In the noons of the early summer;
As the leaves were moved like rippling seas
  By the wind—a constant comer.
It came and it went at its wanton will;
  And evermore loved to dally, [hill
With branch and flower, from the cope of the
  To the warm depths of the valley.
The sunlight glow'd; the waters flow'd:
  The birds their music chanted,
And the words of the trees on my senses fell
  By a spirit of Beauty haunted:—
Said each to each, in mystic speech:—
  "The skies our branches nourish;—
The world is good,—the world is fair,—
  Let us enjoy and flourish!"

Again I heard the steadfast trees;
  The wintry winds were blowing;
There seem'd a roar as of stormy seas,
  And of ships to the depths down-going
And ever a moan thro' the woods was blown,
  As the branches snapp'd asunder, [arms
And the long boughs swung like the frantic
  Of a crowd in affright and wonder.
Heavily ratteled the driving hail!
  And storm and flood combining,
Laid bare the roots of mighty oaks
  Under the shingle twining.
Said tree to tree, "These tempests free
  Our sap and strength shall nourish;
Tho' the world be hard, tho' the world be cold
  We can endure and flourish!"

ENGLISH SCHOOL TEACHING.

"Cook's Quarto Geography," recently published in London by a gentleman of considerable pretensinos—gives some valuable information to "Young England" in regard to this country. It teaches that in the isle of Orleans, at the mouth of the Mississippi, is the town of New Orleans, the capital of Louisiana." The young men of Virginia are gamblers, fighters, anb horse-jockeys. Their passion for these diversions, not only inhumanly barbarous, but beneath the dignity of a man of sense, is so predominant that they even advertise their matches in the public papers." But of New Englanders, it declares that; "From laziness, inattention and want of aquaintance with mankind, many of the people have accustomed themselves to peculiar phrases, and to pronounce certain words in a drawling manner." The people of Maine, "according to appearances, are wretched in the extreme. Their chief provision is a dirty, dark-colored rye meal, and if they use any meat, it is on account of preventing their sheep from becoming more numerous than they desire, rather than for the pleasure of a good meal. Their common beverage is grog or a mixture of rum and whiskey with water. This state (Massachusetts) is the only one in which there are no slaves."

DR. KANE.

The secret spring of all his energy is in his religious enthusiasm—discovered alike in the generous spirit of his adventures in pursuit of science; in his enthusiastic fidelity to duty; and in his heroic maintenance of the point of honor in all his intercourse with men.

In his deportment there is that mixture of shyness and frankness, simplicity and fastidiousness, sandwiched rather than blended, which marks the men of genius and the monk of industry. He seems confident in himself but not of himself.

His manner is remarkable for celerity of movement, alert attentiveness, quickness of comprehension, rapidity of utterances and sententious compactness of diction, which arise from a habitual watchfulness against the betrayal of his own enthusiasms. He seems to fear that he is boring

you, and is always discovering his unwillingness "to sit" for your admiration. If you question him about the handsome official acknowledgments of his services by the British and American governments, or in any way endeavor to turn him upon his own gallant achievements, he hurries you away from the subject to some point of scientific interest which he presumes will more concern and engage yourself; or he says or does something that makes you think he is occupied with his own inferiority in some matter which your conversation presents to him. One is obliged to struggle with him to maintain the tone of respect which his character and achievements deserve; and when the interview is over, a feeling of disappointment remains for the failure in your efforts to ransack the man as you wished, and to render the tribute which you owed him.—*Dr. Elder.*

DO WE EVER FORGET.

A poor servant-girl in a German town, was attacked by a violent fever. She was unable to read or write, but during the paroxisms of her disease she became possessed—so the priest said—by a very polyglot devil. She would keep spouting forth in a loud and monotonous voice unconnected sentences of Latin, Greek and Hebrew. Sheet after sheet of these ravings was taken down; but those who attempted to find the elucidation of some deep mysteries in this Babel of unknown tongues, got their labor for their pains. At length her physician determined to trace out her antecedents. He succeeded in ascertaining that, many years before, while a mere child, she had been employed as a servant by a learned ecclesiastic whose habit it was to pass up and down a passage in his house, communicating with the kitchen, and read aloud his favorite books. These scattered and unconnected phrases, caught in the intervals of her labor, were now reproduced by her, after an interval of many years. Passage after passage of the notes taken down from her feverish lips was identified among the old priest's favorite authors; so that not the least doubt remained as to the origin of the girl's "possession."

Coleridge, in speaking of this case, adds to it one of the weightiest comments ever uttered. This instance, he says, "contributes to make it even probable that all thoughts are in themselves imperishable; and that if the intelligent faculty should be rendered more comprehensive"—and that this is probable, the instance cited above from the Opium Eater shows conclusively—"it would require only a different and apportioned organization—the body celestial instead of terrestial—to bring before every human soul the collective experience of his whole past existence. *And this—this, perchance is the dread Book of Judgment* in whose mysterious hieroglyphics every idle word is recorded. Yea, in the very nature of a living spirit it may be more possible that heaven and earth should pass away, than that a single act, a single thought, should be loosened or lost from that living chain of causes, to all whose links, conscious or unconscious, the free will, our only absolute self, is co-extensive and co-present."

It is no idle question—"Do we ever forget?"—*Harper's Mag.*

"THE DESIRE OF THE MOTH."

Golden-colored miller!
Leave the lamp, and fly away:
In that flame, so brightly gleaming,
Sure, though smiling, death is beaming—
Hasten to thy play!

Nearer?—foolish miller!
Look!—thy tiny wings will burn:
Just escaped!—but soon 'twill reach thee.
Ah! can dying only teach thee
Truths thou wilt not learn?

Didst thou whisper, miller?
Something like a voice and sigh
Seemed to say—"In all thy teaching,
Is there practice, or but preaching?
Doest thou more than I?"

Wisest little miller!
I, indeed, have hung too long
Round a flame more wildly burning,
And, with heart too fond and yearning,
Heard no charmer's song!

Blinder than a miller,
Hovering with devoted gaze,
Where such visions vain I cherish;
Either they or I must perish
Like that flickering blaze.

But the moonlight, miller,
Better far befits our mirth:
That calm, streaming light is given
From the silent depths of heaven.
Fire is born on earth.

—*Putnam's Monthly.*

EDUCATE.

WHAT has produced the great changes, the remarkable development of power and activity exhibited in our country within the last twenty years? The answer is, the better and more efficient systems of Education have exerted an important agency in producing these grand results.

The mind of the masses has been stimulated by the animating power of educacation, and the benefits are hourly being unfolded before us. Good schools not only increase the value of property, but the value of human life. And although their agency in enhancing the value of property and in developing the physical resources of the country may not be so visible to some persons as that of building railroads, plank roads, improving harbors, or entering lands, yet it is even greater and more certain. Their influence is like that of the dew, and the showers and the sunshine, quiet and almost imperceptible; but let them cease to diffuse their benefits and their blessings, and devouring famine would not more surely come in the one case, than a deadly blight upon our prosperity and happiness in the other. To abandon then, the idea of *free public schools*, is to turn back half a century to that crude system of education which every step of modern progress, and every result of modern improvement unite in condemning as unsuited to the times in which we live.—We might almost as well recall from the past, its obsolete system of finance, its iron forms of government, its slow modes of commerce, and its bloody superstitions.

The idea of universal education is the grand central idea of the age. Upon this broad and comprehensive basis, all the experience of the past, all the crowding phenomena of the present, and all our hopes and aspirations for the future, must rest. *Education* prevents and diminishes crime; gives security to property, lessens the expenses of the poor-rates, prisons, penitentiaries, and police establishments; it dispels the gloomy superstitions of ignorance; it evokes the innate energies of genius; it quickens and refines human enjoyments, and it finds out the mighty physical energies of nature, and applies them to the service and comfort of man. —*Dubuque Herald.*

REPORT

Of the Board of Education and the Superintendent of the Public Schools of Madison, for the year 1855—*Wm. B. Jarvis Ch'n., W. A. White, Clerk, D. Y. Kilgore, Superintendent.*

FROM this report we learn that there are 1602 persons in Madison entitled to instruction in the Public Schools; that the whole number who have attended school during the past year is 750; the average daily attendance is not stated.—There are four teachers employed. The Superintendent remarks:—

"There has been *great irregularity* in the attendance of pupils, which is an evil of too great magnitude to be overlooked. If parents were fully aware of the effects of keeping their children out of school one hour each day, or one or two days each week, they would, I am sure, abandon the practice. Habitual irregularity results in the loss of a scholar's standing in his classes, in consequence of which his ambition flags, and his proficiency in study is greatly diminished.

"The *habitual tardiness* of many of the pupils has been a source of much regret, and a great obstacle in the way of progress. Parents may find it an easy task to furnish their children with written excuses to the teachers, but will they be able to eradicate the evil effects of tardiness upon the character."

The Superintendent calls the present School-house accommodations "shameful"—states that large sums have been subscribed *to build a theatre*, and suggests the propriety of erecting suitable school-houses. He farther remarks—

"When we have embraced the truly democratic idea that the property of the State should be taxed to educate the minds by which it is to be controlled, we do well; but this faith will avail but little, except it be accompanied by corresponding works. It is a duty to make Public Schools superior to any private institutions, where the rich and the poor may possess equal educational privileges.

I know there are a few who fear some physical or moral contagion, where the

sons and daughters of poverty are permitted to associate with children of the wealthy and refined. They send their children to select schools, to the detriment of the Public Schools, in which they take no interest, and for the elevation of which they make no efforts. This would be unwise, even if all they feared was reality. In this country the *top* of the wheel of fortune is very likely to *descend*, while that part which has borne the weight will just as surely rise. An aristocracy of wealth is the least reliable, and to instil its notions into the mind of a child, is unpardonable.

The different classes will come in contact, in active life, after they leave the the school-room, and how much better to have the influence of refinement and virtue, exerted upon the uncouth and vicious at an age the evil habits are so easily corrected. At this period of forming character, evils may be prevented, by proper attention and discipline, which, left to themselves, would become part and parcel of the man, binding the noblest nature in chains of adamant.

Place the neglected child of want or ignorance where promotion depends upon *merit* alone, and how much more likely is he to reform, if vicious, and strive to be something—*something noble*—SOMETHING GOOD. An honorable ambition may be thus awakened, which may result in incalculable good to mankind, in the case of a single child. Let not then the rich and influential keep their children from the Public Schools to avoid such associations, through fear of contamination, when it is certain they will come in contact with these uncorrected vices, increased a thousand fold by habit, and riveted into the character by age. Better, far better strive to make these schools what they should be—fountains of intelligence and virtue—sending refinement into every home and joy into all hearts."

We think there is at present a feeling in Madison, that will not allow the present state of things much longer to continue. We look confidently to see erected, the present year, several suitable school edifices, and we hope such a system of instruction will be inaugurated as will be alike creditable to the State and its Capital.

Communications.

[For the Journal of Education.

COURSE OF INSTRUCTION FOR OUR SCHOOLS.

NUMBER ONE.

FIRST in the course of instruction must come Reading. It lies at the foundation of all education. It is the mouth of the mind, through which must be received nearly all its nourishment. By it we are to become acquainted with the thoughts of others, and thereby develope our own; through it we are brought into direct contact with the minds of those who are our superiors, and receive therefrom a mold and direction absolutely essential. The design of education is twofold, having reference to the happiness of the individual possessing it, and to the good of others with whom he associates. Mind may be strengthened by imparting as well as by receiving. Hence, Reading is important in a double sense. It improves by acquainting with the ideas of others and strengthens by imparting ideas to others. By Reading I mean not that practice of "mouthing words as curs do mouthe a bone," nor that equally detestable habit of *sailing over* words without giving the least idea of what lies beneath the surface, nor that limping through an article, breaking by an irregular tread and heavy crutches every semblance of an idea. I mean by Reading, that use of the vocal organs which will communicate to any sensible person the exact idea of the author read, or what, at least, the intelligent reader conceives to be the idea. I would include all use of the vocal organs under this general head, for sake of brevity. Such reading is important to the reader himself, as by it only can he be himself benefitted.

As regards the length of time to be de-

by substituting a different Geography for their familiar Text-Book in that department of knowledge. *We* say, have *all* of the most approved Text-Books for sale in each town and city; no matter if a variety of books do get into one school, it will do the teacher and scholars no harm to have the advantage of them. It will harm no one to read different explanations and illustrations of the same principle. Only let scholars of the same class (in classes where it is necessary) have the same book, and we are satisfied.

But the objection is raised that parents will not submit to frequent changes of books, nor supply their children with a variety. It is a lamentable fact that many parents are behind the age in this matter. They think that a scholar can judiciously make use of the same reader for months, or even years. It would be just as rational to obtain one number of the New York Tribune for their family and make them read it for a year. That disposition is only manifested with reference to school books. May the *Wisconsin Journal of Education* do something to correct this old fogy idea that the school boy should invariably use one book until nothing is left but the covers. E. H.

Fond du Lac, Wis.

[For the Journal of Education.

WHAT IT IS TO EDUCATE.

To EDUCATE is to teach how to *think* and *perform*. It is a great mistake to suppose when a student has committed to memory the lesson of the text book and has recited it well, that such an one is necessarily educated; or to suppose when one has informed the scholar what was in the text book, that therefore he has been teaching—has been performing the great duties of educating. One great object of school instruction, should be to develop *thought*, and however much the text may have been studied, or however well committed to memory, unless that study has taught the student to *think*, and to think independent of the text book, it has not been studied aright. Any course of study —any system of instruction or method of discipline which fails to elicit thought, to develop independent thought, must be essentially defective.

Moreover, though thought may have been developed by the study, yet the instruction must still be regarded as essentially defective, if it has failed to make or to induce a practical application of that thought to useful purposes. Of what account is it to us that we learn all science, if we learn not to *think* and *apply?* Are we to enter the practical and real business of active and useful life, with a book of forms, rules and formulas under our arms? Nay, verily! From the first rudimental rule or definition or principle learned, to the last lesson in science or art, the student's mind should be carried beyond the lesson, and he should be instructed to ask and answer these questions. What are the relations of this thought? How, to what, and when am I to make a practical application of this lesson and of these principles? Less than this is not educating. A. C. S.

Milton, Wis.

[For the Journal of Education.

ARE YOU A TEACHER?

THEN you are a blessed one among mortals; the happiest among the happy;—and the great King has set on your forehead a jewel of untold worth, which shall shine on when

"The Stars grow old
And the leaves of the judgement day unfold."

You are a Teacher. Then you love to take the little ones into Nature's picture gallery—among daisy banks and dewy

eyed violets that always look truth into young hearts and you talk hour after hour of the good God and his marvellous works on this great round earth of ours. Then thoughts of the nobleness of your mission fill your mind; then you pray that your heart may always be a mine of rare gems—that truth, love and honor may shine there.

Are you a teacher? Then you visit often the lowly dwellings of the poor; you drive want away, and misery flees at your approach. It is your hand that so tenderly binds up the crushed and bleeding spirit, and gentle words from your lips bring joy to the heavy heart. Then you possess a heaven-born patience—always loving, always kind. You can gaze long and earnestly into the vacant eye, and wait for reason to arouse from the sleep of ignorance, enduring scorn and often hatred the while.

You are a Teacher. The young rejoice at your coming; the lips of the aged breathe blessings on your name. God loves you. Angels love you, for you are a *teacher*—a TEACHER. C. E. A.

Racine, Wis.

[For the Journal of Education.

COMMON SCHOOLS,

CONSIDERED THEORETICALLY AND PRACTICALLY

NUMBER ONE.

THE education of the children of the people, whether considered in relation to its present necessity or its future results, is a subject worthy the attention of the Statesman, the Philosopher, the Philanthropist and the Christian. And though much has been said and written upon the subject during the last half century, much remains to be said. The continents and larger islands in this great ocean of investigation have been discovered and mapped out, the main features of the country have been quite accurately described, but there yet remains many a "terra incognita" to reward the search of the persevering adventurer, and beneath the surface of the soil many a gem lies hid, which the careful delver, using the pickaxe of experience, will sooner or later bring to light.

Though all have an interest in the subject, it devolves especially upon the teachers to give character and efficiency to the systems of education established by law, to change, improve and perfect them; to make teaching a profession and elevate the process of developing the youthful mind to the dignity of a science. Now that the teachers of Wisconsin have an organ through which they can communicate with each other, I propose to present from month to month some of the ideas suggested, and facts accumulated during many years experience in the schoolroom.

As "science is knowledge systematized," and facts and principles are of but little value unless properly classified, I shall endeavor to follow a definite plan and arrange what I have to present with reference to it.

The foundation upon which the whole superstructure rests, is the right, or rather the duty of the State to educate the children of the State. The argument in favor of the establishment by law of a system of public instruction has been so often and so ably stated, that it is not necessary to repeat it here. To deny the right of the State to use education as a means of preserving order, promoting public prosperity, preventing pauperism, licentiousness and crime, betrays unpardonable ignorance of the fundamental principles of our government. But while most persons acknowledge the abstract *right* of the State in this matter, many deny that it is the *duty* of the State to furnish instruction to the children of the people. They

claim that the State usurps the prerogative of the parent whose peculiar duty it is to educate his children, and that the interference of the State weakens the sense of parental obligation, and destroys the interest which individuals would otherwise feel in the subject of education.—They say if knowledge is free, it will be undervalued; what costs but little is little prized. This objection is founded upon a misconception of the true nature and object of civil government.

There has never been a clearer enunciation of principles, or a more definite statement of the relations existing between government and the individual, than was made by the founders of this republic.—It was emphatically declared that the people were sovereign, the source of all authority, that government possessed no powers except those delegated to it, and that the State as an organization was but a means of giving direction and efficiency to united individual effort, but the embodied expression of the popular will.—Though in theory we still acknowledge the correctness of these principles, in action we have wandered far from the path marked out by our fathers.

The tendency of all government towards centralization, the corrupting influence of party politics, and the admixture of foreign elements, have contributed to separate the State from the individual, encouraging, high-handed legislative and judicial aggression upon natural rights, and destroying the sense of personal responsibility for the existence of organized evil in the community.

We find many at the present time who regard government as something above or beyond them, out of their sphere, a sort of self-propelling machine, with which they have nothing to do, and for which they are not responsible. No wonder that persons holding these views should regard an attempt on the part of the State to educate their children as an unwarrantable interference. This is to be expected; and the best method of meeting and answering their objections is not by trying to prove the right of the State to furnish public instruction, but by showing them that they themselves are the State, a part and parcel of the government. Some may think these statements unnecessary, that the class of persons to whom they are applicable is quite small. Let those who think thus, canvass the State in behalf of temperance, education or any other reform carefully scanning, as far as possible, the motives of those who render them aid in their undertaking. Many will act from personal and party predilections, many from sympathy moved by eloquent appeals to their feelings, many because they hope to receive a return in lessened taxation consequent upon the decrease of pauperism and crime; but how very few from a sense of their personal responsibility growing out of the possession of the elective franchise and their consequent relation to the State. The prevalence of this want of personal responsibility is evidenced by those acts of lawless violence which have been perpetrated in this country during a few years past.

If men felt that they were the government, and personally responsible for unwise or wicked legislation, they would sever the ties which bind them to party, spurn the demagogues who betray them, purify the ballot-box, consecrate it anew to truth and liberty, and bow in humble reverence before the majesty of the law—the expressed will of an enlightened majority. The more I consider this subject the more I am convinced that the sense of personal responsibility to our fellow men, developed by and through the State as an

organism, is the corner stone of that great temple yet to be reared in which shall be gathered the whole brotherhood of nations to worship the Universal.

I place education on a level with protection to life and property. It is the duty of the parent to use those means and influences which, while they produce the desired result with reference to his own children, shall also insure the greatest benefit to the children of his neighbor. That this is best effected through a well arranged system of common schools, I firmly believe, and shall endeavor to prove in future numbers of the Journal. A. J. C.

THE MORALS OF EXAMPLE.

Every consistent system of morals must have reference to man, both as an individual and as a member of society.—It must recognize the fact that we are involved in two sets of responsibilities; and are, to a certain extent, our brother's keepers as well as our own. At its basis must be these two principles; that man is bound to do the greatest possible good and to be guilty of the least possible harm. These principles will, in the most perfect ethical scheme, be strengthened by the introduction of the cardinal principle of Christianity, Love. These three principles established, it will not be difficult to define, by their application, the morals of example.

If we are bound to do the greatest possible good, we are bound to use all the means within our reach. It would be a plain contradiction to say that it is the duty of the mechanic to do all he can for his employer in a specified time; and yet while in a shop filled with labor-saving machinery, he is excusable for using only his axe or his pocket knife. At the same time, it must be remembered that in the arithmetic of morals, there is a rule of subtraction as well as addition, and that every harm done is so much taken from the aggregate of the good accomplished. To a certain extent the second of our radical principles modifies the first. If I cannot avail myself of any specified means of doing good, without doing more harm than good I am under obligations to leave that means untouched. If the mechanic cannot use the labor-saving machinery without breaking its wheels and ruining its costly mechanism, he would better confine himself to his knife and axe. But while the second principle thus modifies the first, it has a distinct bearing of its own. We are bound not to use the instruments of action committed to us, for the production of evil. The mechanic may perfectly understand the use of the machinery about him, and use it diligently, yet he is inexcusable if he employs it for the injury instead of the benefit of his employer.

Now, example is one of the most powerful moral instruments which man can wield. It is a stimulant to good or evil, which few are capable of resisting. We are bound to use, and forbidden to abuse it. It is a delicate instrument, but that only makes it more important that it should be carefully employed. It is an instrument which may be unconsciously used, or rather which in its exercise may produce effects which are wholly unknown to us. We may act with a design of arousing others to a like activity; but we may incite to good or tempt to evil those whom we do not see. The deeds of ancient heroes are still quoted to rouse the courage of the trembling. The humblest sometimes live in all ages, and influence mankind while the race endures. Mary is somewhere breaking an alabaster box of ointment over a Saviour's head to-day. Grace Darling still strains at the oars of her life-boat on the waves of every sea.

Sarah Martyn, the seamstress, is like an angel in many a prison, and Robert Raikes, the shoemaker, teaches in ten thousand schools at once. So evil lives and multiplies itself all over the earth. A single evil example may live forever, like a devil, and spread its dusky wings over myriads of hearts, No one knows how much harm he may do by a wrong act, perpetrated while others look on. He is waving a torch over materials as dry as tinder. One spark drifted on the wind, unknown to him, may make a fiercer blaze than that from which the spark was torn away. He may think himself guiltless while a whole community sits in ashes.

We are led still further in this direction, by the third general principle suggested—the principle of o e. This is to enter into all our relations with others, and to shape our conduct in every respect in which that conduct can affect them.—Love leads to exertion in behalf of its object, prompts to the employment of every energy, overlooks no available resource. He must have an imperfect affection for his fellows, who is careless of his influence over them, when one good example may be worth more than the Ko-hi-noor, one bad one may be worse than the blow of a Saracenic cimeter. Thus we arrive at the same conclusion, when we start from the principle of love, that we do when starting from the principle of duty. We are carried to that conclusion with ew force; for Love makes us careful of the *feelings* of others, as well as of their *failings*. It makes us anxious to avoid greiving those on whom it rests. But we may easily grieve by our example some whom we do not influence for evil. They may be grieved by it, on account of the perceived inconsistency in us, and also on account of its apprehended bad effect upon others. We may wound hearts which we do not poison.

Love leads, also, to self-sacrifice, and may induce us to refrain from that which may injure, or pain another, even when we cannot see that the act from which our influence radiates, is in itself considered wrong. Love is not satisfied to enjoy at the expense of others. Let it be granted that a certain act may be safely performed were there no one but God to observe it; so long as its performance in the presence of others may either lead them into sin, or grieve them by the appearance of sin which it presents to them; he who loves his neighbor will hesitate to perform it.—He will hesitate even though he might in other circumstances derive positive gratification from it. We are never to give up a *principle*. Love oes not re uire that, even though our adherence to the principle should wound the conscience of those who differ from us in respect to the principle involved. Popular opinion may be wrong, and so the public conscience may speak on the wrong side. Popular opinion may require that witches be burned, but we are not therefore out of respect to the feelings of others, to cut the faggots for the execution. Love would then require that we should endeavor to rescue the unfortunate victim, and though it should pain the cons ie ces of some good men, to endeavor to change the current of popular sentiment. But if a thing is wrong, neither in itself or on account of circumstances, and yet others suppose it to be wrong, we are bound by Love to have respect to their opinion in our conduct. Even the prejudices and whims of others, when conscientiously entertained, are not to be treated with contempt. We may try to reason away what we are not at liberty to despise.

When that which we might safely prac-

tice is positively injurious to others, when what is innocent in us, becomes sinful in them, and they are encouraged in it by example, something more than the principle of Love requires that we refrain.—We are doing harm. Lead a fellow traveler, blindfold, to the edge of a fissure in an Alpine glacier, and let him step into it, is he not lost as truly as if while standing with him on its brink, you had thrown him in? And are you guiltless? Walk along the slippery edge while others, without your Alpine staff and your steady nerves, are looking on, and while you believe that they may follow in your steps; when news is brought that a venturesome youth, inspired by your example, and attempting to go where you had safely trod, has fallen from the dizzy verge, do you exonerate yourself? Does not his blood ring like thunder through the ice-caves, calling to you from the ground?

The truth is, more harm is done indirectly, by the power of evil example, in corrupting the morals of most communities, than by deliberate solicitation; and this ought to be understood, not only by those who wish to make their lives radiant with good influences, but by those who are willing to meet the consequences of selfish gratification, yet do not think how many others crowd their train to ruin. We have but begun to settle the question whether we shall sip the cup, or indulge in "euchre," when we have decided that we can do the one without intoxication, and the other without gambling. The bare fact that we can do both "safely," makes our example most pernicious to the lookers-on, for it induces them to think that they can indulge as safely as we. Could the young man read that prophetic word—Drunkard—in the beaded wine as he lifts it to the light, he would drop the glass as if an asp had stung him. Could he decypher among the hieroglyphics of his cards the certain prophecy that he would become a black-leg, he would no more touch the leaves than if they were plates of burning brass. Let the parent understand that his children are daily drawing his life into their own, by the magnetic power of influence, and that he is silently shaping their future. Let the teacher understand that he is imparting the most momentous lessons, both in morals and in knowledge, by his "unconscious tuitions." Let the student remember that the sharp angles of his character are marking the characters of his school-mates, while his own soul receives its influences from theirs. It were not easy to exhaust the subject of organic life—the life of the family—the life of the school—the life of the community. We have but planted a finger post at the entrance of the branching paths of thought.

Racine, Wis. Z. M. H.

TEACH THE TRUTH.

NEVER leave a promise unfulfilled in letter or in spirit. Be punctual. Tardiness is generally a species of petit larceny, that a man that is truthful, *practically* as well as theoretically, will despise. Let everything in the school-room be truthful, or in other words, orderly. Order is truth; disorder is a lie. Teach the truth. Let your definitions be exact, complete; let your arguments be conclusive, your demonstrations perfect. Be precise in statement; never state as a fact what you do not *know* to be so. Teachers must share with parents the responsibility of training the youth of this generation to habits of truth telling, truth acting and *truth living.*

We often censure pupils for doing what we have *unconsciously* taught them to do;

Indeed much that we do, to form the character of others, is unconsciously done.—influence, like other great forces, acts not less silently than omnipotently, in effecting its results. The teacher must appear to his pupils a *living* truth. There must be *consistency* in his life; his example must speak while his tongue is silent and it must illustrate what his mouth has uttered. There must be *uniformity* in his life; not sameness, but symmetry. Sometimes shadows may flit across the landscape, but let the pupil feel that the sun is always shining behind the cloud.

We must make the young *feel* the *meanness* of lying. They may know that it is wicked, but they ought to *feel* that it is mean. They should be taught to lose a right hand sooner than violate their word. In some of our schools the boy who tells the truth always, is abused, while the habitual liar is a hero among his school-mates. Fashionable society, as it is called, is an enormous lie; and it is the duty of every teacher to make this matter a subject of study, and perseveringly and wisely to train the youth of our land to truth—truth in science, society and morality. Teach them the love of truth. Teach them that is the nucleus around which all the gems that beautify aud adorn the character, crystalize and flash during the dark hours of temptation; that it is the central idea around which the other virtues circle and shine amid the storms of passion.

J. G. McM.

VAGRANCY.

Look at the Young America of our schools, who play, such fantastic tricks as would make angels weep. He has no reverence for age—no respect for station. He insults a lady with the easy nonchalance of the experienced profligate. To his parents he feels he owes no obedience, and takes most effectual means to show it. On the street he rides down with his sled the aged and infirm, and laughs at the "slow coach" he has left sprawling in his wake. His snow-balls, with a stone in the middle—if stones happen to be convenient—fly with refreshing impartiality at all passers, and his hilarious enjoyment has reached its acme when he sees the *claret*, as he facetiously terms it, flowing from the countenance of some unlucky victim of his sport. He yells in the street worse than a Yahor,—to his own infinite delight, and to the utter disgust of every lover of quiet; he does the same in the lecture and concert-room, with the additional embellishments of fierce stamps, shrill whistlings and unearthly groans. In short, wherever he is, he is an unendurable nuisance.

Why, instead of young gentlemen, are such animals turned loose from our schools, both public and private, to play their parts on the stage of life? It is no doubt attributable to many causes, such as bad home influences, instruction by incompetent and careless teachers, and almost total neglect of moral training in our schools; but the most important and deep-seated of all, is, undoubtedly what the Bostonians politely term absenteeism, but which, being a plain, blunt man, I shall call by its right name, vagrancy.—This is the poisoned fountain that sends its streams of death through all the channels of society. Every city and village has its army of young vagrants who prowl through its streets, and whose miasmatic breathings so pollute the moral atmosphere, that no pure soul can inhale it, without taking in the terrible infection. There is no escape for any; the foul vapors penetrate to the most sacred recesses of our homes. Are the purest and brightest hopes of parents who have an earnest and constant care for the well-being of their children, to be forever blasted by the insidious and diabolical teachings of the street? Is nothing to be done—can nothing be done to snatch these vagrants themselves, from the dominion of the Evil One? The people of our cities and town are earnestly repeating the question. They are beginning to move in the matter. Already has the School Board of Cincinnati adopted the form of a vagrancy and truancy law, to be submitted to the Legislature.—*Ohio Normal School Advocate.*

Superintendent's Department.

OFFICE OF SUP'T. OF PUBLIC INSTRUCTION,
Madison, December 31st, 1855.

It is made by law the duty of the Superintendent of Public Instruction to "prepare in each year a report, to be submitted to the legislature, bearing date on the last day of December in each year, containing—

"1. An abstract of all the common school reports received by him from the several clerks of the county boards of supervisors.

"2. A statement of the condition of the common schools in this State.

"3. Estimates and accounts of expenditures of the school moneys.

"4. Plans for the improvement and management of the common school fund, and for the better organization of the common schools.—And—

"5. All such matters relating to his office and the common schools of the State, as he shall deem expedient to communicate."

The required abstract of county returns will be found at the close of this report.

The number of counties in this state is fifty. From the abstract of the county reports, we learn that in the forty five organized counties, there were on the first day of September last, four hundred and sixty-eight towns and cities, containing three thousand five hundred and eighty-four districts and joint districts. Of this number of whole and joint districts, 3321 have reported to the town superintendents as required by law. The number of districts reported last year is 2226, showing an increase of 1358 whole and joint districts. The increase is in part the result of divisions of old districts, but is mainly attributable to the increase of population in our state and the settlement of new teritory. Still, it is a matter of regret, that the carving up of large districts into small ones is quite common, introducing dissension, poor schools, and many and great hindrances in the way of all educational progress and prosperity. To the fancied benefit of being near a school house, very important considerations are often sacrificed. The fact is overlooked that children require, for the development of a healthy organization, the daily excercise equivalent to one or two miles travel. In pleasant weather a walk of two or even three miles is no hardship to them. It has been observed, and the testimony of teachers confirms the observation, "that as a general rule, those children who lives farthest from the school house, are the most punctual in their daily attendance, and make the greatest progress in their studies."

The whole number of children in the State on the first day of September, 1855, between the ages of four and twenty was	186,085
The whole number set down in the Report for the year 1854, was - - -	155,125
Increase in the State for the year 1855 - - -	30,960
The whole number of children who have attended school during the year ending Sept. 1, 1855, is	122,452
Of these 119,687 were between the ages of four and twenty.	
The number reported last year over four, and under twenty, as attending school, was -	101,580
Increase of attendance for the year, - - - -	18,107
There was received from various sources for the year 1855, for school purposes, the sum of	$264,764 03
Of this amount there was expended for same purposes, the sum of	250,075 70
As follows:—	
For Teachers' wages, - -	$216,542 72
" Libraries, - - -	4,741 21
" other purposes, - -	28,791 77
Amount unexpended, -	14,688 33
Excess of money received and expended for school purposes over amount of year 1854, - -	22,647 49
Excess for teachers' wages, -	53,057 08

These figures indicate a healthy educational progress in our State, as compared with those of former years. Still, with our great and general prosperity, they are scarcely what we had a right reasonably to expect. We are not, however, to estimate the degree of interest, and the measure of improvement in all localities by the figures here given. While in many places there has been little or no improvement on the previous year, in others the condition of things has been materially changed for the better, far larger amounts have been raised for school purposes, and the wages of teachers have been greatly increased.

The School Fund—Its Unproductive and Productive Capital—Amount of Income—Apportionment &c.

The capital of the School Fund consists of 1. Unproductive property, being 35,951 acres of land, located in the several counties as follows:

Counties.	*Acres.*	*Valuation.*
Washington (Block)	40	$1,343 20
Dodge,	39 49-100	240 10
Fond du Lac,	40	51 00
Marquette,	38 .40	56 71
Portage,	7,160	8,950 25
Polk,	3,200	4,022 54
Pierce,	32 .22	43 51
Door,	4,540	6,012 82
Kewaunee,	320	418 70
Adams,	640	728 00
Buffalo,	2,003 .01	2,476 80
Dunn,	1,798 .24	2,347 12
Jackson,	6,247 .47	7,809 23
Clark,	1,480	1,975 14
Chippewa,	2,360	2,889 60
Trempeleau,	4,720	6,045 96

Jefferson Canal,	1,076 .10	1,441 80
Oatagamie,	216 .02	456 27
	35,951 .85-100	47,303 25
2d. Loans secured by mortgage on Real Estate,		291,309 84
Balance due on sales,		1,567,932 98
Balance in Treasury,		38,026 48
Total capital of School Fund, Dec. 31, 1855,		$1,897,269 30
Deducting the amount in Treasury, subject to loan, we have as the amount of productive capital, - - -		1,859,242 82
Total capital of School Fund last year, - - -		1,670,258 77
Increase for 1855, -		227,010 53
The income of School Fund subject to apportionment the present year is as follows: Interest upon productive capital at 7 per cent., -		130,076 99
Balance of revenue on hand, Dec. 31, 1855, - -		17,479 00
Total income, - - -		147,555 99
Increase of income over that of the year 1854' - -		5,571 70
Over amount apportioned on the 10th of March last, -		21,649 97

The productive capital of the School Fund is annually increased by sales of School Lands, and from other sources, and consequently the revenue for the support of the public schools of the State. When the remaining lands shall have been sold, and the proceeds added to the productive capital of the Fund, the income annually derived from the whole will aid largely, indeed, in the education of the sons and daughters of the State, and in deepening and strengthening the foundations of all true prosperity.

GENERAL REMARKS, RECOMMEDATIONS, ETC.

The age in which we live is full of promise. Old things are passing away, and all things are being made new. Not that we yet can clearly discover the near approach of either a political, social, or religious millenium, but that we can catch glimpses of the early dawning of a far brighter and happier day. Ignorance, want suffering, selfishness and dissension are not the hard necessities of our being, and cannot always continue. They shall not always darken our life—they shall not always hedge in the path of progress. The light that breaks from a single point in the intellectual and moral heavens, shall spread wider and yet wider, deepening and gathering intensity in its onward flow, until the whole earth shall be flooded as with a sea of glory. The restlessness, activity, intense effort, and the stirring and deeply exciting events of our time, are true indications of the approaching period when principle shall provail more than system, and there shall be less of wrong and suffering and tears.

There is more Thought in the world than there ever was before. And this generally prevailing Thought is more intelligent, more earnest, better directed, and of a purer and loftier character than that which has preceded it. Instead of being shut away from the means and even the right of thought, or of having no time for thought of anything beyond the narrow circle of their own physical wants, the condition of the laboring masses has been improved, magnificent stores of knowledge have been opened, and a general diffusion of intelligence has prepared the way for Thought. And as knowledge increases Thought expands, is elevated, and becomes more free. Then there begin the pulsations of a new and higher life—the capacities of the soul are enlarged—a clearer and stronger perception of right and duty is imparted—and man begins to lift himself erect in the dignity of his august nature. Hence, those denominated the Common People—the toiling, degraded, and suffering millions—through the power of thought are opening their eyes to see that this is God's earth; and some way or other, all His children, even the poorest and weakest have a right to so much of the soil, and water, and air as shall sustain life under circumstances favorable to unfold and develope the faculties and attributes of the whole man—physical, social, intellectual and religious.

Thought is clearly an element of progress; and if their be that which yields under its power, it is because it is wanting in adaptation, or is false, and wholly unfit for the place it occupies. Truth cannot suffer from thought—no good thing can be permanently injured by it; it conserves that which is excellent, and right, and true, and binds up the good of to day with that which may be developed to-morrow. Thus it, is naturally aiding in our redemption from many and great evils, and making the law of universal brotherhood of practical force and effect in all lands when its freedom is tolerated. Before its power Thrones shall crumble and Despotisms shall pass away—cruelty and injustice shall flee from among men—human equality shall be established—oppression shall cease—religion be shorn of pride and self righteousness—and there be new heavens and a new earth.

Nowhere, perhaps, is there so much free thought as in our own land. In no other part of the world is broader scope allowed it, or greater stimulus supplied it. And here, as in no other country it works out its legitimate tendencies, and achieves its noblest triumphs;—and is at once an element and an evidence of our national greatness and prosperity. True there might be more mental independence—more upright, unbending "backbone"—more manliness self-reliance and self-respect, than there is.—Bigotry and intolerance are here as elsewhere. Fashion, custom, caste and false distinction circumscribe, fetter and enthrall in this Republican land as in the Old World. But it need not be so, for these are backed by no political power, and derive their authority only from

common consent. Every man, if he will, may think, believe, speak and act for himself; responsible for the legitimate use of this right, to no class, sect or party, but to God only.

One of the agents—and a principal one—by which is developed this increased and increasing thought, is the COMMON SCHOOL.—Planted amid the rugged and rocky hills of New England, or the sunny vales of the South, or upon the broad, green prairies of the West, it unfolds the germ of intellect, "rears the tender thought," "forms the common mind," and fits and qualifies in no small degree for the active duties of life, and the responsibilities of citizenship. Humble and obscure it may be, communicating to the children of lowly birth only the simplest rudiments of knowledge, yet it is one of the strong defences of the land—the NURSERY OF FREEMEN! Many a barefooted boy, with ragged jacket and tanned face, has gone out from it with great thoughts stirring within his soul because of its ministrations; his ambition aroused and his enthusiasm enkindled, to achieve a noble destiny in some department of intellectual or moral effort, and make bright some page of his country's history. "Patient thought" has been born of its humble ministry—thought that moves, guides, and will redeem and save the world. To the extent that the Common School widens the sphere of intellectual action and effort, aids in the diffusion of intelligence, and tends to elevate individuals and communities in the scale of moral being, it may justly be regarded as one of the symbols of a great and prosperous State. It is an instrument of achievement, and an agent "of actual power and of living performance."

There are other signs and representatives of national greatness. "However insignificant it really is," says Chapin, "man spreads an ideal glory over the land of his birth. Perhaps its historical importance compensates for its geographical narrowness, or its material poverty is hidden by its intellectual wealth. From its stock of mighty men—its heroes and bards, and sages—who have brightened the roll of fame; or from its memorable battle-fields, on wild heath and in mountain defile; or from its achievements, which have swelled the tide of human enterprise, and made the world its debtor; he draws the inspiration, he carries away the conviction of greatness—so that wherever its emblems come before his eyes, they touch the deep springs of reverence and pride."

But there is something necessary beside what is here enumerated, to constitute a country truly great. The signs of its enduring prosperity and glory are not to be found in mere dead, inert, or ideal things, but in those that possess vital force and energy, and that take in pieces and reconstruct, purify, exalt, enlighten and make desert places green and beautiful. A people may be great, and have great power, because of political importance, vast possessions and strong institutions; but that nation is the greatest, which far less favored physically and politically, has its symbols in those mighty agents that concern themselves with the welfare, enlightenment and moral elevation of humanity. We of the great West may take just pride in our physical advantages and blessings, multiplied and rich beyond those of almost any other people. Perhaps no other portion of our highly favored country possesses so varied and abundant natural resources as the mighty Valley of the Mississippi, of which our State forms a part. Consider our inexhaustable mines of mineral wealth, our "openings" and prairies, with the richest and most productive soil in the world; our vast inland seas dotted with the white sails of a busy commerce; our broad rivers running to the ocean, bearing upon their bosom the wealth which industry has extracted from the earth; our green hills and cheerful valleys, and fruitful plains; all furnishing employment, highways and homes for honest labor in every legitimate calling and pursuit; consider all these, and tell me if the lines have not fallen to us in pleasant places, and if ours is not indeed a goodly heritage!

Let us look again. Only a few years ago, this broad territory was a wild and savage wilderness. From the rugged shores and the mountains and valleys of New England, from the proud old Empire State, from the sunny South, from the British Islands across the sea, and from far-off "Fatherland," we came and peopled the solitudes beyond the Great Lakes. The forests have been swept away, the rich mould of the prairies turned by the busy plow, towns and cities builded, railroads constructed, a large and prosperous commerce established, and the foundation of wealth and material greatness laid deep and strong. In a commonwealth thus abounding in natural resources, thus settled and improved, full of enterprise and prosperity, full of busy industry and increasing wealth, pressing continually onward in its upward and prosperous way, and concerning itself with all great means and measures of public improvement, we might think that little or nothing more was wanting to constitute it truly great and powerful. But there are other and essential elements of greatness and power, elements intellectual and moral in their nature, and which conduce to the true and harmonious development of man. The broad expansion of mind, the liberal view, the refined taste, the sound judgment which learning secures; the independence and integrity of character, the upward aim, the serene dignity, the lofty purpose, the spirit of humanity and brotherhood which moral principle imparts; these are what give to a State, as well as to individuals, true elevation, sublimity, prosperity and greatness. To furnish the most liberal and efficient means of mental and moral cultivation to the entire population, is therefore, the business and duty of the State. Not so much in its broad geographical limits, the fertility of its soil, its mineral resources, and its facilities for trade and commerce, as in its thousands of im-

mortal souls, ts mines of intellectual riches, and its bountifully furnished agencies for augmenting the aggregate of its intelligence and moral virtue, lies its real wealth, power and safety.

It consults its true interests and its essential glory, therefore, only when it scatters the seeds of knowledge broadcast over its entire surface —only when, through its wisely appointed mediums, it pours out light freely through all its borders and into its remotest corners, as God pours-out sunshine and rain from heaven.

It is a thought in which we may well take pride, that in our own State the means for obtaining knowledge have been largely supplied. Indeed, as a general thing, they have been brought to every man's door. Recently settled as is Wisconsin, if we look around for the ignorant, we shall find them without trouble ;—but if we look for those who are condemned, by disadvantages of situation, or other cause, to unavoidable ignorance, we shall generally search in vain. A munificent fund has been created, the free school established, and the school-master sent abroad. When the entire income from the fund shall become available and our free school system perfected and made harmonious in all its parts, and the school-master enabled to give full proof of his exalted ministry, we may well question whether any State in the Union, with respect to educational advantages and facilities, shall surpass our own.

But while saying this, I would not forget that before we can attain to this position, very much remains to be done—that there is much for the State to do—much for the people in their every capacity. Not only have we to jealously guard our school fund from peculation and fraud, but we have to adapt our public school system to our changing circumstances, and any new condition growing out of them, to elevate the standard of public instruction, to supply defects and remedy errors of administration, to give to our free schools an enlarged sphere of usefulness as mediums of practical knowledge, by introducing new and interesting branches of study in addition to those now pursued, thus directing fund, and system, and administrative and supervisory power, and free school to the accomplishment of one great object kept in view :—The development of a free, true, harmonious human soul.

Yes, to this end should we labor as legislator, executive, superintendent, district board, teacher, parent, citizen, that each child within our broad territory shall be trained and disciplined into an intelligent and self governed individual, capable of acting well his part in all the duties of life. Not only the happiness of our children, but also the highest good of the state, require this at our hands.

Immediately on receiving the appointment to the office of Superintendent of Public Instruction, made vacant by the death of its late worthy and highly esteemed incumbent, Hon. H. A. Wright, I sought by visitation and correspondence to ascertain more fully than I had been able previously to learn, what were the practical workings of our present school system in its various details—how administered—how supervised in its operations—and with what results; what its defects, if any it had, and what changes or improvements were required, if any, to better adapt it to particular localities ; what the condition, character, and wants of our schools, and what was essential to the greater vitality and efficiency of both system and schools. From what I have learned with respect to the various points on which information was sought, I am satisfied that under present circumstances and the existing condition of things, our system of common schools, in the main, is admirably adapted to the need of most portions of the State. Any radical change in its leading outlines or principles, I am confident, would take from its general adaptation, and consequently render it less capable of answering the end for which it was designed. At the same time there is an apparent want of harmony in the details of the system—many defects—many omissions—and these render it less productive of good results than it otherwise would be. Here changes, modifications, new features can be advantageously introduced, and will add to the completness, efficiency and success of the whole. The full and effectual operation of the system is hindered, and its good effects proportionably lessened by many and great errors and defects in administration. There is quite too frequently a lack of appreciation or of fidelity on the part of officers charged with administrative duty.—District boards are not always wisely chosen. Or if the best men, the fittest by qualification are elected, they are quite too apt to overlook the importance of their official duties, and to discharge them hastily and imperfectly, as the calls of private business press upon their attention. As though anything could be estimated of more consequence to the individual, to society and the State, than proper training of the immortal minds of a rising generation !

Incompetent and inefficient supervision must also be named as a hindrance to the harmonious and effective operation of our educational system, thus preventing an enjoyment of the full measure of benefit it is calculated to impart. Upon an enlightened, faithful, and judicious supervision of our schools, will materially depend their character, condition and usefulness. Great and important as the proper training of the intellects of our children, the right cultivation of the moral powers, the harmonious development of the whole being, are the interests to be supervised. What watchful and patient supervision do they demand ? How ought we to plan, and labor, and appropriate abundant means, that in our schools, and through the influences that shall go out from them, these may be subserved and promoted—the body—the intellect—the heart, be trained,

disciplined, and fully equipped for the service of life. And yet, in far too numerous instances, men wholy unqualified are chosen for the discharge of this important duty. The people, in part, are to be blamed for this; but only in part, as we shall see by and by.

There is much else that stands in the way of the effectual working of our school system, and prevents it from giving full proof of its adaptation and power. I will only barely allude to these adverse causes in this place. They are: miserable school houses miserably located, divisions and subdivisions of districts, want of uniformity in text books, and worse than all else, indifference and neglect on the part of parents. I may be allowed to remark in this connection, that in many places visited, I have been gratified to meet with decisive evidences of substantial interest and mutual co-operation on the behalf of popular education, from parents, district boards, superintendents, teachers and citizens generally; evidences beheld in the united determination to make the common school the best school, by combinining numbers and wealth, by furnishing larger means and better facilities for the better instruction of the young. Thus we begin to realize the idea of the People's College in the district school.—May it be more and more realized, until the common schools of the State, in all essential requisites, shall become colleges indeed!

I come now to the question—What do we need by way of perfecting practically our system of public instruction, elevating and improving the character and condition of our common schools, and securing to individuals and the State the full measure of benefit they are designed to impart? The answer, to some extent, has already been indicated in the preceding remarks; but the question demands a more definite and specific answer, involving in some of its particulars considerable discussion.

There is needed such a modification of our general system of Public Instruction, by means of a supplementary act, as shall adapt it to existing wants in our large towns and villages, and the more thickly populated rural districts. Only with much difficulty can the provisions of the present law be made available in effecting the required change. The full benefits of a more thorough and efficient system of organization and discipline are now secured only by special act. Only the common district school is recognized distinctly by our present system and law. Something above and beyond this is imperiously demanded by the educational needs of hundreds of localities in our State. Union Schools can, indeed, be organized under the present law,—but only, as I said, with great difficulty. We need, then, such special provisions as that while the general system shall remain operative as now where it best adapts itself to the existing condition of things, the localities referred to, may, if they shall so elect, enjoy the advantages of a well devised system of graded schools. The following is presented as the outlines of such a system:

1st. The consolidation of the several districts within a city, village, or part of a town, for the purposes of a better organization, management and supervision of schools.

2d. The organization of so many Primary Schools of a city, village or part of a town as may be required, and of a Central High School. [Where the number of pupils is no more than four or five hundred, a single school, with Primary, Intermediate and High School Department will be sufficient.]

3d. The organization, superintendence and management of such schools, or school, to devolve on a Board of Education consisting of three or more Commissioners and a Superintendent, which said Board shall be vested with all the powers of present District Boards.

4th. The Common Council of a city, or the Trustees of a village, to raise by tax such sums as may be determined and certified by said Board of Education to be necessary or proper for the purposes of purchasing School Houses, paying teachers wages, &c., &c.

These, in brief, are the general outlines of the system which, through its practical workings, under a wise and careful administration, has given to the city of Racine its model schools. None there dream of going back to the old district system. We do not propose, therefore an untried experiment, when we submit this system of graded schools for adoption in all cities and villages in our State. In all favorable localities, if properly administered, it will make the public schools the best schools—more than any mere private or select schools possibly can be—and thus do away with the necessity of the burdensome maintenance of the latter.

We need for an increase of interest and substantial profit in our public schools, an addition of studies to those usually pursued. In other words we need for the attainment of the highest object of the District School, that the course of instruction therein should be more thorougly practical in its character—fitting those who go out from such school, so far as may be, for the callings and employments of active life. To this end I would be pleased to see added to the list of studies which the law specifies as esssential to be tanght in our Common Schools—that of Natural History, embracing at least the elements of Botany, Zoology and Geology.

If the study of Natural History were introduced into our schools, it could not fail, I think, of becoming "one of the most grateful and efficient of the formative powers in education." It affords an excellent discipline for the intellectual, and leads "the human mind to adoration, trust and love." It is of great practical utility, and is of essential advantage to the farmer, dairyman and gardener in particular.

It promotes health and cheerfulness—frees the mind from the dread and apprehension of supernatural power—brings the moral affections into communion with the harmonies

of nature and opens new sources of the purest happiness.

A most interesting communicatin from Prof. H. S. Baird of the Smithsonian Institution, on the Importance and method of introducing the study of Natural History into public schools, will be found under the head of correspondence to which attention is respectfully called.

We need a more thorough and efficient supervision of the public schools, than in general can be had under the present system. I am not prepared to say, that at present, it would be best to abolish the office of town superintendent, and substitute therefor that of county superintendent, or that a town board of examiners should be charged with the duty of supervision. Still it is apparent, that generally, with only here and there an exception, either because of incompetency, or want of sufficient pecuniary compensation or lack of interest, the duties of superintendent are unfaithfully performed, and the office comes far short of answering the end for which it was designed.—In very many towns it is next to an impossibility to find an individual who is in any suitable degree qualified for the successful discharge of the duties of this office. In others, where there is perhaps, no lack of qualified men, the result is the same because of the meagre, stinted compensation fixed by law. And where one, who, by education and taste, is fitted for an intelligent and successful performance of the work of supervision, is induced to accept the office, he is either too poor to make the sacrifice of time and money required of him; or being a prosperous business man, and furnished with profitable employment, he gives time only to a hasty and imperfect discharge of his official duties. A few interested, devoted men, work on without regard to earthly reward, and bear in from the scene of their active and patient labors, the yellow sheaves with rejoicing.

With the town superintendent alone, we might have a far more effective supervision than at present, were we disposed to pay a well qualified officer as liberaliy as we pay the man who saws our wood, or who takes care of our cattle. But if we would have this supervision most effective, and such as the condition of our schools demand, we must unite, in my opinion, county or assembly district with the town superintendency. By doing this we shall bring to the important work of supervision, a class of intelligent, earnest, faithful men. Teachers will be subjected to a more rigid and practical examination, and their ambition powerfuly stimulated to excel in their profession. We would furnish, too, a competent lecturer in the person of each county superintendent, who could talk familiarly to the people of their educational wants, and point out how they best may be met and satisfied. Controversies that are now settled only by appeal to the state superintendent would be arranged to the mutual satisfaction of the parties, and neighborhood contentions allayed. Such would be some of the practical results of the improved system of supervision, conduces powerfully to the welfare and prosperity of the schools, as evidenced by trial in the state of New York. (See comunication of Hon. H. S. Randall on this subject, accompanying this resport.)

The number of able professional Teachers needs to be largely augmented. I name this for the purpose of calling the attention of the Legislature to the importance of making provision for the proper education of teachers in the theory and practice of their calling. The want in this direction has in part been met by a thoughtful and wise provision of the board of regents of the State University. I allude to the establishment of a Normal Department and the appointment of an able professor therein. For further information you are respectfully referred to the accompanying communication faom Chancellor Lathrop, whose views meet with my cordial approbation.

Much can be accomplished in aid of the suitable preparation and discipline of teachers, by county institutes, properly organized and conducted. In order that we may derive the greatest benefit from these institutes it is essential that some pecuniary aid and encouragement should be granted by the legislature. A small sum, say three hundred dollars a year, would enable the Superintendent to employ such able assistants as are required to conduct with interest and profit the courses of instruction in the Institute. Many, no doubt, would cheerfully give both time and labor, assured that their expenses would be paid. I would therefore recommend the passage of a law similar to that of Michigan, appropriating annually the above sum for the purposes specified.

It is an almost universal expression, that the provision of the school law with respect to the collection of district taxes, is unwise, and ought to be abolished. A return to the former system of assessment and collection is earnestly asked for, and is hereby recommended.

The *Wisconsin Educational Journal* having been transferred by its former proprieter to the *State Teachers' Association*, and as, the *Wisconsin Journal of Education* become the accredited organ of this department, it is desired that the Legislature provide for having a copy placed in each and every School District Library in the State. Such or similar provision has been made in New York on behalf of its School Journal with excellent results. In this case the success of the enterprise greatly depends upon the legislative aid, to which reference has been made. I trust the subject will receive, as it merits, your serious and careful consideration.

In obedience to the requirements of an "act to provide for the purchase of a certain number of copies of Webster's Unabridged Dictionary, and for their distribution to the several public schools of the State," approved March 21, 1855, I contracted in July last with the publishers of said dictionary for three thousand copies thereof, to be delivered in the city of Milwaukee on

the first Monday of October last, at the price of four dollars per copy. The books were received according to contract, and so far as means of transportation could be provided, have been distributed. Up to this date distribution has been made as follows:

County.	*No. Copies.*	*County.*	*No. Copies.*
Brown,	26	Kenosha,	67
Columbia,	118	Manitowoc,	47
Dane,	192	Outagamie,	30
Dodge,	195	Racine,	86
Fond du Lac,	137	Sheboygan,	100
Jefferson,	135	Waukesha,	127

Books have been sent as follows, for which no receipts have been received.

Winnebago,	95	Layfayette,	76
Walworth,	137	Chippewa,	3
Oconto	2	Richland,	25
Ozaukee,	50	Crawford,	9
Milwaukee,	85	Marquette,	112
Rock,	134	Waupacca,	32
Washington,	102	Jackson,	9

It is proper to state, that, at the date of the contract, the returns—which were not all in—called for a less number than were purchased. Delays were consequent upon the non-reception of blank reports, and it was supposed that when full returns were received, the demand would fully equal the supply. The annual reports from the several counties, give 3,584 as the number of whole and joint districts in the State, while the act give the number as 2,712. It would be well to provide for the distribution of books to the balance of the districts, to the extent of the supply. Indeed, it is desirable that every school in the State, now that the good work has been prosecuted so far, should be provided with a copy of the Dictionary.

The following Text-Books are recommended to be used in the Public Schools of the State:

Sanders' Speller, Analyzer and Definer.
" Pictorial Primer.
" New First Reader.
" 2nd "
" 3rd "
" 4th "
" 5th "
" Young Ladies' Reader.
" Elocutionary Chart.
Thompson's Table Book.
" Mental Arithmetic.
" Slate and Black-board Exercises
" Arithmetical Analysis.
" Revised Practical Arithmetic.
" Higher Arithmetic.
Cornell's Primary Geography.
" Intermediate "
" High School Geography and Atlas
Ricord's Primary Grammar.
Clark's New English Grammar.
Welch's Analysis of the English Sentence.
McElligott's Young Analyzer.
" Analytical Manual.
Quackenboss' 1st Lesson in Composition.
" Advanced Course of Composition and Rhetoric.
Payson & Dunton's System of Penmanship.
Parker's Juvenile Philosophy.
" 1st Lessons in "
" Compendium of "
Wright's Analytical Orthography.
Northend's Dictation Exercises.
Brookfields' Composition.
Word Builder,
Willard's Small History of United States.
" Large " "
" Universal History.
" Historical Guide.
Davies' Elements of Algebra.
" Geometry.
" Legendres Geometry
" Bourdon's Algebra.
" Surveying.
" Descriptive Geometry.
" Calculus.
" Dictionary of Mathematics.
Youman's Class Book of Chemistry.
" Atlas "
" Chart "
Hitchcock's Geology.
Coe's Drawing Cards, 10 parts.
Otis' Drawing Book of Animals, 5 parts.
" Easy Lessons in Lanscapes, 6 parts.
Warings' Elements of Agriculture.
Green's Primary Botany.
" Class Book of Botany.
Fulton & Eastman's Double Entry Book Keeping.
F. & E.'s Blanks for Double Entry Book Keeping.
Cutter's Anatomy, Physiology and Hygiene.
" 1st Book of " "
Mrs. Cutter's Anatomy Physiology & Hygiene
Webster's Unabridged Dictionary.
" High School "
Mitchel's Outline Maps.
Pelton's " "

The increased and increasing business in this office renders it necessary that legislative provision be made for furnishing such additional assistance as may be required. Attention to the extensive correspondence of this Department alone nearly occupies the time of one person.—Add to this the duty of deciding numerous cases on Appeal, and the recording of decisions—visitation and inspection on the part of the State Superintendent, occupying four or five months of the year—the preparation and distribution of black reports and the recording of annual returns, together with the preparation of the Annual Reports of this department. and the apportionment of school moneys; and it will be seen, that the esrvices of a clerk for portions of the year are absolutely demanded.—Myself and assistant are now required to labor from fourteen to sixteen hours each day for the dispatch of the business of the office, and will be required so to laboruntil after the apportionment is made.

I bring this Report to a close, by commending the common Schools of the State to the fostering care of the Legislature. Whatever is

EDUCATIONAL PUBLICATIONS IN THE UNITED STATES.

American Journal of Education, Hartford, Ct.

American Journal of Education and College Review, New York.

Massachusetts Teacher, Boston.

Connecticut Common School Journal and Annals of Education, New Britain, Ct.

Rhode Island Schoolmaster, Providence, R. I.

New York Teacher, Albany, N. Y.

Pennsylvania School Journal, Lancaster, Pa.

Ohio Journal of Education, Columbus, O.

Michigan Journal of Education and Teachers' Magazine, Detroit, Mich.

Illinois Teacher, Peoria, Ill.

Indiana School Journal, Indianapolis Ia.

Wisconsin Journal of Education, Racine, Wis.

WE understand that the citizens of Watertown are about to consolidate their districts; erect two fine school houses: organize their school system by the appointment of a School Superintendent and a School Board, and make such general arrangements as will place them *educationally* where they are now pecuniarily - among the first cities in the State.

AT Beloit there will be erected during the next summer a School edifice for another Union School, which it is said will surpass anything of the kind in the State.

A few days since, about twenty of the Milwaukee Teachers visited the Racine Schools. The interview was pleasant and profitable. Would teachers more frequently visit each other, the effects would be seen in more of sympathy and successful effort.

THE citizens of Waukesha have erected one of the best School edifices in the State. It is built of stone —two stories high, and finished in the best manner; the High School room is one of the most beautiful rooms we have seen. It is furnished in good taste. Mr. A. A. GRIFFITH is Principal.

A gentleman of experience in teaching wishes to take charge of a Union School.

Address this Journal.

☞ The teachers and friends of Education in Winebago County have organized a County Association.

The following persons were chosen officers for the ensuing year. President MARTIN MITCHELL, Esq, of Oshkosh; Vice President, the Superintendents of the several towns in the county; Secretary, C. W. FULKER, of Oshkosh. On the executive commitee, there were ten elected. Several reports adopted.

J. E. MUNGER, of Oshkosh, favored the Association with an able address Subject—"Teachers of the Past and Present;" it was *multum in parvo*. Adjourned until April.—*Milwaukee American.*

The District School of Beaver Dam, now numbers nearly three hundred scholars, under an excellent state of management and discipline Mr. Harvey, the Principal, deserves great credit for his able management of this institution.—*Milwaukee Sentinel.*

MILWAUKEE FEMALE COLLEGE—ANNUAL MEETING.—The Annual meeting of the Board of Trustees of the Milwaukee Female College, was held on Saturday evening Feb. 23, at the office of Messrs. Waldo and Ody.

PRESENT.—Messrs. Lapham. Waldo, Holton, Newhall, Comstock Medberry, Cummings, Wm. E. Cramer, Rogers, Grant and VanDyke.

The meeting was called to order by the President. The minutes of last meeting were read and approved. The election of officers for the year being in order, Messrs Holton and VanDyke were appointed tellers. The result of the election was as follows:

I. A. LAPHAM, President; O. H WALDO, Vice President; E. D HOLTON, Treasurer; R. MENZIES, Secretary. Audting Committee—Comstock. Medbery. Rogers, Executive Commitee—Lapham. Waldo, Lynder.

—*Milwaukee American.*

BOOK TABLE

TEACHERS' LIBRARY.—This consists of *Northend's Teacher and Parent*, Page's *Theory and Practice of Teaching*, Mansfield on *American Education*, De Tocqueville's *American Institutions* and Davies *Logic of Mathematics*, and is published by A. S. BARNES & Co., New York.

These books are standard works on the subjects which they profess to discuss. And together with Davies *Dictionary of Mathematics*, ought to form a part of the library of every teacher.

PHYSICAL GEOGRAPHY OF THE SEA.—Lieut. MAURY has enrolled his name in the list of the best scholars of the Age, by preparing this work. He deserves what he has secured—the respect of his countrymen. Get the work—study it. Published by HARPER & BROTHERS.

MCNALLY'S *System of Geography*.—Some of the claims of this work are: 1st, The definitions are explicit, 2nd, The exercises on the map are systematically arranged and on the page opposite the map, 3rd, The descriptive matter is well chosen, 4th, The difficult names are pronounced on the pages where they first occur, and 5th, The maps are accurate and the illustrations beautiful.

Several new works on Geography have been published during the last two years, and great improvements have been made. This work has passed under the eye of good teachers and is worthy the attention of School officers. Its typographical appearance is creditable to the publishers, A. S. BARNES & Co., N. York.

Treatise on Punctuation, by John Wilson, published by Crosby, Nichols & Company, Boston.

We thought, as we opened this work, of some old German, who wrote a huge volume on a *Greek particle* but we were soon interested, and we found its perusal profitable. There are comparatively few rules but numerous examples. It is a good work and ought to be generally read, and it should be *studied* by teachers.

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME I.—APRIL, 1856.—NUMBER II.

THE OFFICE OF THE TEACHER.—ITS DUTIES AND RESPONSIBILITIES.

An Address, delivered by Horace Rublee before the Wisconsin State Teachers' Association, at their Second Annual Meeting, held in the City of Racine.

THE quaint and genial old trout-fisher, Walton, in magnifying his favorite diversion, declares that angling is an *Art;* and insists that he who hopes to become a good angler "must not only bring an inquiring, searching, observing wit, but he must bring a large measure of hope and patience, and a love and propensity to the art itself, but having once got and practiced it, then doubt not but angling will prove to be so pleasant, that it will prove to be, like Virtue, a reward to itself."

What is thus asserted of the art of angling, may be applied, with more or less propriety, to all the legitimate arts and employments which exercise the patience and call forth the energies and skill of the human intellect.

Each member of society, by an original bent of mind, or by circumstances which have molded and given direction to his inclinations, is fitted for some peculiar sphere of usefulness. This at least is the general rule. There may be some exceptions. There is, occasionally, an individual whose qualifications are such as to puzzle human ingenuity to designate any part in the drama of life in which his services would be found of particular value. The great mass of men, however, are early marked with the indications of their future affinities. Upon one, nature has been prodigal of brawn, of rude muscular force. All around him the great world sends out her invitations to labor. There are stones to be lifted, forests to be hewn down, and all manner of ditching, and grading, and grubbing for him. Upon another the great Master bestows the cunning hand of the artificer; and he, too, finds a hearty welcome and a boundless field for the employment of his skill. There are houses and ships to be built, machinery, utensils, trinkets, toys, articles of use and ornament without end, to be wrought. To this man she gives the love of gain, the enterprise and tact of the merchant; to this the quick, keen perceptions, the shrewd and wiry intellect, the grasp of details and hard, dry facts, requisite for the mastery of the nice, sharp quillets of the law; to this the selfish and vulpine nature, so characteristic, whether essential or not, of the thorough-bred politician. She has other and nobler endowments than these. Ignorance, sorrow and suffering are in the world; and great intellects are created and placed under the dominion of a divine philanthrophy, that reaches out to the ends of the earth, and encircles the whole family of man, as the Ocean clasps the great globe in his shining arms. There are immortal yearnings kindled in the human heart after the good the beautiful and true; and now and then, once in a thousand years perhaps, humanity blossoms into the true artist or poet, who translates our emotions and vague forebodings into an universal lan-

guage, lighting up our pathways with the radiance of genius and charming our pained footsteps over the burning marle, by glimpses, faint although they may be, of that supreme and eternal beauty which was the dream of the Grecian poet-philosopher.

With so much to be done, with adaptations so infinitely varied, it is extremely important that the right men should get in the right places. This is a grand desideratum of the present and all past ages, the thing in which society fails most frequently and most lamentably. The desire to act in a given capacity is often mistaken for the ability to do so. This error frequently leads to serious difficulties. Our brawny friend whose mission would seem to be a direct encounter with material nature and the raw fabric, to hew down the forests and make some little portion of the earth's surface more smooth and green and fair to look upon may possibly be found in the tape and ribon traffic. Our mercantile man gets in the wrong place and passes for a poor stick. Our ingenious worker, ignoring the example of Tubal-Cain, attempts law or theology, grows seedy and sad, and is voted an ass or a bore. The man with a legal turn of mind gets thrust into some position where his peculiar adaptations are as useless to him as were the quiddets and quillets of that supposititious lawyer to the scull which furnished Hamlet matter for such "curious" musing. The philanthropist is not unfrequently "dead broke," and consequently unable to carry into practice his commendable designs, while the poet, like Apollo of old, is forced to become a rough-hand man of all-work for some wealthy and prosaic Admetus, who cares more for his flocks and herds than for all the poetry ever sung or written, with the nine Muses thrown into the bargain.

One object of education is, or should be, to guard against such misdirected effort, such worse than useless expenditure of power; to become acquainted with the bent and capacities of the pupil; and either to fit him for that sphere of action which seems best adapted to his native inclination, or, by an early and thorough diversion of his faculties, in a different direction, to re-mould the mind to some extent, to develope new powers, and to fit it for such other part in life as circumstances may render desirable. This can be effected in some degree at least by the faithful and skillful teacher—when the right man gets in the teacher's place.—Great is the responsibility, weighty the mission of those whose task it is to assist in forming and directing for future good or ill, the expanding faculties of the immortal soul—those into whose hands is placed the plastic mind of childhood to be fashioned and moulded to the form in which it shall harden and put on the fixed and distinct outlines of maturity. If good old Isaac Walton's "excellent art of angling," which he commends so warmly, demand such keen qualities of intellect as he would fain have us believe, so "large a measure of hope and patience," conjoined to a love and propensity to the art itself, in what still higher degree are similar qualities necessary in those who devote themselves to the infinitely more excellent and noble art of educating youth?—The effort that has been making for some years past, and of which this Association is an outgrowth, to elevate the position of the School Teacher, to widen the field of his required attainments, to enlarge the boudaries of his usefulness, is one which commends itself to the favor of every intelligent, reflecting mind. Great as has been the influence of our system of public schools, beneficent as they have proved in their results, the good that has flowed from them in the past, is comparatively insignificant to what they may be made to effect. Not until the vocation of the teacher shall be recognized as a profession, as a legitimate and honorable calling, to which men and women may devote their permanent and chief attention, their best energies, and for success in which there shall be requisite, not only a wide and thorough intellectual culture, but at least some trifling mixture of adaptation, will the most valuable harvests begin to be reaped from our common school system. There have been too many Ichabod Cranes in the business. It has been too much given over to those whom accident or necessity has led to engage in it as a temporary means of support. The race is not extinct yet. Even in those States where the reformatory efforts of the friends of education have been of the longest and most persistent continuance,

Ichabod would not be altogether an anomaly. The knowledge, or perhaps a more proper expression would be the remembrance of the mechanical proeess by which problems in the elementary rules of Arithmetic are solved; the ability to write a cramped but not altogether illegible hand; and the muscular force to knock down and drag out the general average of what were denominated the "big boys" constituted the usual stock in trade of the quondam "school master." in the rural districts. His knowledge of general literature was confined to the selections in the "English Reader" or "Columbian Orator," read mechanically and in a blissful state of ignorance respecting the precise meaning of pretty nearly one important word in every sentence. He boarded around; had abundance of exercise, a glorious appetite, and drew huge draughts of enjoyment from sources so apparently limited, that it was like a re-enactment of the miracle of the widow's unfailing cruse of oil. He taxed his ingenuity to become popular with his temporary landlady.—Upon her favor he was, to a great extent, dependent for his fare, accommodations and creature comforts generally. Experience made him sage. He became profoundly versed in the art of adapting himself to circumstances. He came to know his customer at a glance; and trotted the children or sparked the daughters as appeared to his practiced judgment the most certain and profitable investment. The moments of leisure which these arduous and somewhat time-consuming duties left him, were usually devoted to perfecting himself in psalmody. If of a decidedly sentimental cast of mind, he was not unlikely to be the possessor of a flute, and given to "practicing" upon it—grievous malpractice it was likely enough to be—eliciting asthmatical notes, which, nevertheless were received with a due measure of applause. His proficiency in psalmody however, was what Ichabod most prided himself upon. He was versed in all the recondite knowledge necessary to "untie the hidden soul of harmony." He was powerful in those parts where sweetness was drawn out into particularly long links; and rejoiced, like a strong man running a race, in the fugue parts. In singing he affected the *con expressione.*—His countenance while going through the somewhat grim and minatory psalms then most in vogue, was a study for an artist. If it did not look the meaning of the words, with intensified force, it was through no lack of effort on his part.—Pope's happiest combinations of sound and sense were never half so successful, and the lachrymose and doleful contortions of his visage must have proved entirely satisfactory to the most fastidious. With so little real fitness, with so little sympathy with the occupation in which he was engaged, and with his attention distracted by the multifarious and miscellaneous nature of his duties and interests, it is not surprising that Ichabod, though not unfrequently immensely popular in his district, should prove but a very imperfect realization of our present ideal of a model teacher.

The occupation has been brought into disrepute by individuals of this description, just as quacks have involved medical science in suspicion, or as pettifoggers have disgraced that profession which has been pronounced, by one of its most distinguished living members, "ancient as magistracy, noble as virtue, necessary as justice." From under this temporary shadow the teacher is rapidly emerging. His true and proper position is coming to be recognized. Its dignity and importance are beginning to be felt. And with this recognition comes a sense of the necessity of a higher standard of culture, of a wider range of attainments, and of the propriety of filling up the ranks of the profession with those who shall enter it from a love and propensity to the calling itself, and not as a mere temporary shift for a subsistence. Life is short and art is long. There are few avocations that do not require a large share of the attention in order to be pursued successfully. We have heard of men whose talk is of oxen and the goad. This is as it should be.—Whatever a man does, let him do it with all his might. We cannot run through the whole range of aspiration and effort. Cowley declares that the world would been too little for the conquests of Cromwell, "if the short line of his human life could have been stretched out to the extent of his immortal designs;" but the limits which have been set to mortal existence obviate all difficulties of this character. Whether the human being would

subdue material kingdoms, or conquer the fairer provinces of knowledge and thought, it matters little in this respect. The span of life is too contracted to afford to any man the hope of making more than a trifling inroad upon the latter. Least of all need he have any fears of exhausting the means of knowledge and of having to sigh in vain for new worlds to conquer. It was Alexander's ignorance that led him to imagine that he had subdued the earth, and only through a similar defect will any mortal fancy that he has embraced the cycle of even human knowledge.

While it is highly proper to gain general ideas upon a variety of subjects, to study outlines and general principles, to some extent we can hope to know intimately, and comprehend thoroughly, and in detail, but a few. Circumstance or inclination has placed each one of us in peculiar relations with the rest of the world. Farmer, broker, teacher, jurist, engineer, metaphysician, theologian — each inhabits a different sphere of thought. Each views the world from a different stand-point. Each is compelled to yield a large share of his attention to a particular class of objects or ideas. The images and vagaries that people even their dreams, are peculiar and characteristic.— The metaphysician is not likely to dream of ploughing, or the somnolent farmer's brain to be haunted with attenuated abstractions, with vague theories of perception, or the totality of final causes. Under the hat of every man that walks the streets, says Thackeray, there expands a different world—or something to that effect. Thus existence is clothed with freshness and beauty; there its ever-shifting panorama developes new and picturesque effects; thus are we fed with novelties, and

"Life, like a dome of many-colored glass,
Stains the white radiance of Eternity."

From these conditions arises a necessity for devoting the attention and energies, chiefly to the calling which we shall have deliberately, and after a careful introspection and consideration of our capabilities, habits of thought and inclination, chosen as our own. Hence the propriety of regarding teaching as a profession and not as a temporary means of support. We want earnest, devoted men, who have carefully fitted themselves for this peculiar sphere of usefulness; especially to take superintendence of those Union Schools, which are springing up throughout the country, which promise to become the instruments of so much good in forwarding the cause of education, if judiciously managed, and which are so deserving of encouragement. We do not want, for such positions, men who, after a mechanical mastery of some of the rudiments of what is, in common parlance, termed an education—just sufficient to enable them to obtain a certificate of qualification from the ignorant or good natured official—without care for their profession, without an effort to obtain that insight into character, so essential in the teacher, and heedless of improvement, are contented to remain as innocent of all new ideas and of any attempt to render themselves better qualified for the proper discharge of their duties, as is a Chinese Mandarin of any course in life, except in the time hallowed ruts of his ancestors. Some men love to cope with difficulties. Cato told his soldiers, when marching over the arid sands of Lybia, "Thirst, heat, sands, serpents are pleasant to a valiant man" Difficulties, obstacles, perplexities, develope the true man. We do not want for the responsible office of educators, men who will be contented with any moderate standard of excellence. Contentment in spite of all the eulogiums that have been pronounced upon it is not much of a virtue. The most contented people on earth perhaps are the Chinese; the most restless the European and American races.— "Better fifty years of Europe than a cycle of Cathay," sings the poet. Find a contented man and you find a clod—a human oyster shut up in his shell, but of less worth to society than the shell-fish on account of the dietetic prejudices of community. He should be shipped to the Fegees at once when more liberal views obtain.

"The grand old gardener and his wife," ought to be blamed the more moderately for their little transaction in fruit, which resulted so disastrously, since it demonstrated that even the joys of Eden could not satiate their capacity for enjoyment, nor approach that elevation of bliss and knowledge after which, by the divine in-

stincts of their nature, their human spirits yearned, as the weary and fainting traveler over the torrid wastes of Sahara, yearns, in his fiery thirst, for the cool and odorous shades of the oasis, and the bubbling spring at the roots of the palm-tree. Contented men—if there be any—live and die, and the world is no better for their having been. Discontent is a great motive power. Your contented man may do well enough as a picturesque feature in Society—as a rock or a pool in the landscape; but it is the rushing torrent, torn into foam by jagged obstructions, which it brightly overleaps, that turns the mill-wheel and grinds the corn. It is water, incarcerated in close prison-walls, tortured by fire, and fiercely writhing to escape, that moves the ponderous engine, hurls onward the iron horse, and pushes the huge steamer—the crowning effort of the builder's creative genius—against winds, and tides, and opposing currents, steadily through the surging turmoil of the great deep to the desired haven. The stagnant pool turns no engines, grinds no corn. It was necessary that the fiery heart and iron will of a Luther should be stirred up to their intensest development by the shows, hollow conventionalities, and manifold corruptions of the mediæval church, to begin the mighty work of the Reformation. It demanded a spirit so restless that neither poverty, neglect, ridicule, scornful repulse, the sneers of the many, nor the cold and careless assent of the few—not perils known or unknown—could tame or intimidate, to clear up the mystery of the Western Ocean and realize the premonitions of Seneca and Plato. Before a Macbeth or a Hamlet could have been written, Shakspeare, the great and serene poet, must, in his inner life, have felt longings for the pomps and shows of royality, must have experienced the stingings of remorse, the lust of power, as well as the coarse and painful realities of life—the oppressor's wrong, the proud man's contumely—must have struggled with the burden and the mystery of all this unintelligible world—must have looked before and after, and revolved those great and unanswerable questions of destiny that forever obtrude themselves upon the mind and vex it with thoughts beyond the reaches of our souls—must have shuddered before the dark mysteries of death, and tottered along the perilous chasms of doubt. The world, beyond a question, has reaped its richest harvests from the efforts of discontented men. Socrates recognized these truths when he cried out, "O, ye Gods, what a sight of things do I not want! 'Tis thy want alone, that keeps thee in health of body and mind, and that which thou persecutest and abhorrest, as a feral plague, is thy physician and chiefest friend, which makes thee a good man, a healthful, a sound, a virtuous, an honest and happy man." Life, our true and normal condition, is a restless reaching out towards that high ideal, to which, if unattainable, we may evermore approximate. I would have the teacher, therefore, take a pride in his profession; and, never subsiding into a torpid content, continually strive to attain a higher standard of excellence. He will thus set an example worthy of imitation and infect the fellow-laborers, with whom he may be brought in contact, with the contagion of his own enthusiasm.

There are innumerable drawbacks and discouragements in this, as in all other occupations: There is hard work and drudgery: There are strongholds of stupidity—regular Sevastopols of thick-skulled ignorance and dullness, which, with all your allies of skill and experience, hold out and seem impregnable. Stupidity! It baffles the very Gods, says the German poet. No wonder, then, that the teacher sometimes finds himself unable to prevail against it. There is moreover, frequently a sense of unappreciated labor that strikes home to the heart with chilling force. But with all his discouragements, vexations and trials, he has many consolations; much to cheer and reward him. Vast possessions, accidental honors, do not constitute happiness. In many a secluded nook in life, in many a sphere of quiet, unobtrusive usefulness, I take it there may be found men as noble, as happy, as much to be envied, as the wealthiest operator in Wall Street, or even the present incumbent of the Presidential chair. Real dignity and essential honor have their birth in higher things. They are not dependant upon the stock market or the maneuvering of politicians. The consciousness of filling worthily some

useful station, of acting faithfully and honestly the part assigned us in life, of living for others as well as ourselves, is no trifling source of happiness. This the teacher may possess.

Is he a philanthropist? Is his aim the amelioration of social life, the dissemination of sound morality—his highest ambition to be of service to his fellow men? A field of practical effort lies before him. No Boorioboola Gha, beyond the seas, nigh unattainable, where, after great labor and expense, a few incomprehensible ideas of Christianity, and some dozens of woolen shirts may be distributed among the savages of a tropical climate. His task begins at home. It lies in the direct line of his chosen profession. His influence is powerful, if he will but exert it, in shaping the dispositions and tendencies of those under his charge. It is hard, next to impossible, to change the bent of Man's matured nature, but in the budding period of childhood it easily yields to external impressions. I am no believer in the doctrine of innate and total depravity. All experience contradicts it. The flame does not soar upward, the river does not seek the sea, with a more spontaneous and native instinct, than man's first free, unvitiated aspirations reach out towards something nobler, grander, better than he possesses. It may be doubted whether sin can so degrade, whether long continued vice and crime can so steep the human spirit in infamy, so besmirch and blacken it over, as wholly to blot out this inherent impulse. Passion and habit may be the stronger; but it will still exist there, amid its coarse and brutal associations, gentle and beautiful, like the Redeemer of men, when bowed down by the heavy burden of his cross, and surrounded by a savage, ignorant and infuriated mob. In this instinct of human nature may be found the "coign of vantage" upon which to hang "the bed and procreant cradle" of a love and reverence for truth and justice—the good ground, where, if proper seed be sown, it will take root and blossom into noble deeds. Here is one of the best and most practicable methods of reforming the world after all. Its merit is that it reaches the interior life of the individual and leaves its permanent impress there, beyond the reach of time or external influence. The world cannot be reformed by mere outside, statutory regulations.—Individuals must be reached and the seeds planted in the mind; for all true reform begins there and grows from the heart outward, like the endogenous palm-tree. It is useless for a single man to think of effecting any wide and permanent reform unless the age be prepared, in advance, for his coming. The latter is a task to which no one man is equal. It will require the efforts of a vast multitude of workers to inaugurate the bright era of peace and justice, when the right shall be supreme, and "the red blossom of war," never more unfold its "heart of fire;" just as myriads of stars combine to form the Milky Way, or countless drops of rain to make up the rainbow. Each generation has a work to perform: It has to gather together the fruits of past experience, to garner them up in the storehouse of its memory; and to take a step in advance. That step! What Herculean effort, what infinite labor it involves! The timid and the base conspire to prevent it. Those who sit in the high places, who have reached their maximum of power and influence, the conservatives whose chief aim is to conserve themselves and their especial interests, dread it. Hoary Wrong that has long usurped the place of Right, dreads it, and threatens to overwhelm all who may dare to aid in its consummation. But in vain. "The wild-eyed charioteer, Destiny," urges on his steeds. He snaps his fingers at established usage, and cares not a pin for, what are often termed, vested rights. The step must be taken.—Patriots lay their heads upon the block for it; martyrs perish at the stake, wrapt in a Nessus-shirt of flame; pale students leave "the contemplation of the bright countenance of truth, in the quiet and serene air of delightful studies," and "embark in a troubled sea of noises and hoarse disputes," until those eyes that were formed to see most clearly the glories of God's visible works, are with "dim suffusion veiled," that the great effort may not fail; and, though it may be over broken thrones and prostrate fanes, and all that we once held in reverence and awe, bound by a thousand tough and stringy roots of Education and Habit into the framework of our being, the step is taken and the world moves.

This great, clumsy giant of society, whose progress is so slow and painful, is gradually improving. It moves with less effort than of yore. As knowledge is diffused, as the lamp of the intellect is lighted, in the same proportion will its onward movement be facilitated. Thus the teacher finds himself enrolled in the ranks of the reformers. The results of his labors are a vital power on Earth when he has gone. He has committed to his charge the future men and women who are to take our places.

Upon the character of the discipline to which they are subjected, depends in a great measure the character of the coming generation, just as the natural phenomena of to-day—the sun-shine in one place, the storm in another; the winds, the moisture, the temperature of the atmosphere, are necessitated by the phenomena that have preceded them, and necessitate the phenomena that shall succeed them. A German writer has finely illustrated this inexorable consistency of Nature.—"You cannot," he says, "in the moment that now is suppose the position of a grain of sand to be different, without being obliged to suppose the whole past, indefinitely ascending, and the whole future, indefinitely descending, to be different. Take a grain of sea-sand:—suppose it lying some paces further toward the interior than it does. Then the storm-wind that drove it thither from the sea, must have been stronger than it really was. But then, the preceding weather, by which the storm-wind, and the degree of its strength, were determined, must have been other than it was; and the weather by which that, in like manner, was preceded and determined. And so you have, in an unlimited and indefinitely ascending series, an entirely different temperature of air than that which actually existed, and an entirely different character of the bodies that influence and are influenced by that temperature. This temperature has its influence upon the fruitfulness and unfruitfulness of countries, and thus on the duration of human life. How can you know—since it is not permitted us to penetrate into the interior of Nature, only to indicate possibilities—but that, with such a quality of weather as would have been required to have cast this grain of sand farther inward, one of your forefathers might have perished with hunger, cold or heat, before he begat the son from whom you are descended, and that you could not be, and that all which you think to effect, in the present and the future, could not be, because a grain of sand lies in a different place!"

This is the absolutism of nature, or circumstance. Man is dominated by laws and by occurrences that originated long anterior to his existence. You, and I, and all of us, would have been different beings from what we are, had the accidents of our birth and education been different from what they have been. We cannot elude the tyranny of circumstances. Early impressions and early prejudices, will not relax their iron grasp. But man enjoys this advantage: He has the light of sovereign reason to guide his footsteps. By that light he is enabled to "look before and after," and to take advantage, to some extent, of the laws by which he is conditioned. Often obscured by the thick fogs of ignorance and prejudice, its glimmering rays only lead estray. It is for the teacher to aid in kindling this light into a clear flame, that it may become a guiding star, to place before the youthful mind objects worthy of its ambition; high standards of excellence provocative of emulation; to teach not only facts, and rudimentary principles,—which are merely the skeleton of Education—but to explain clearly the practical bearing and value of those facts and principles in the conduct of life; and withal to keep prominent the idea that there is something better than riches, nobler than vulgar notoriety, more desirable than the insignia of office, or the regalities that surround wealth and power—a fountain of perpetual and fresh delight, in the possession of a disciplined and well stored mind. It is certain that if his desire be to lead a life of usefulness—to lend a helping hand to the great work of every age, social amelioration and progress, he need not forsake his calling in search of one better adapted to that end. There are more obtrusive modes of doing good; there are more boisterous and noisy fields of effort; there are reformatory schemes characterized by more pretensious, outside show; but noise and bluster, and show are not the surest indications of the genuine article. In fact

when the alligator is painted particularly large on the outside of the canvass, I am apt to infer that its undue proportions are intended as an offsett for a somewhat diminutive specimen within. I may hand over my dime to the door-keeper, and obeying the injunction of the fast boys in the vicinity, "Go in," but, under the circumstances, I would not complain of any amount of subsequent pressure. The genial and beneficent agencies of nature are silent and unobtrusive; the lightning leaps like a swift and terrible beast from its lair, to shatter and destroy, or to waste itself in the empty spaces of the heavens, but softly, noiselessly, by beautiful degrees, glides in the gentle dawn, "scattering the rear of darkness thin," and ushering in the splendor of the day.

As a patriot, the teacher's duties are not less high and responsible. In a government like ours, based upon the popular will, everything connected with its permanence and well-being depends upon the general diffusion of intelligence among the masses of the people. In just the proportion that they are educated and imbued with a veneration for just principles, will the government, and those charged with its administration, reflect credit upon its founders and supporters, and will encourage other peoples to follow our example. We hear endless complaints and bickerings over the corruption or imbecility of our public servants.—The old adage that where there is a great smoke there must be some fire, is doubtless true in this case. But it may be safely said that their public servants are as good as the average of the people deserve. In most instances they are about a fair exponent of the average moral sentiment of the community. The evil is radical, and we must commence at the foundation if we would build up a fairer structure. If narrow minded, selfish men, unqualified for any responsible position, by means of a low cunning, which their betters would disdain to use, if they possessed it, are most successful in obtaining official honors, it is an evidence of a lack of proper intelligence, and a high standard of morals among the people. I am not a believer in the infallibility of majorities. I reject the doctrine of the plenary inspiration of the ballot box. That may do for the mousing demagogue, on the eve of an election, to preach, but few reflecting men will candidly endorse it.—Almost everything great and noble in this world is in a minority—Christianity, wisdom, philanthropy—woefully in the the minority. And yet, I have an abiding faith in the propriety of universal suffrage, as it exists in this country—the expression of the people at the ballot-box. The majority may not be right.—The better cause may suffer a temporary overthrow. But there always remains an appeal back to the people again. If they have not reached the proper point of enlightenment this year, they may the next. There is always hope. There is always the confidence that, except those directly interested in a contrary result, it is their desire to do right. If they err, it is through ignorance or misapprehension. Whoever is confident of the justice of his cause, of the purity of his motives, can afford to wait. If we cannot trust the people, I know not where we shall go. There is no other depositary of power so safe, so removed from personal ambition, selfishness, and the abuses that spring from these besetting sins of humanity.

Here, again, the importance of the relations subsisting between the teacher and the intelligence and general morality of the people is apparent. We have already seen the extent of the power which is placed in his hands to mould and direct the sentiments of the succeeding generation. He stands as one of the pillars on which rests the temple of our free institutions. He is admitted to the adytum—the inner shrine—and brought into direct intimacy with the ultimate depositaries of all civil power—with the conservators of liberty, and lays his hands upon the secret springs of anarchy and good order, of war and peace.

There is another and higher point of view from which the office of the teacher may be regarded. There are few men, be they what they may, whether believers in natural or revealed religion, whose hopes do not extend beyond this fleeting existence. Without some such hope, latent or active, man could do nothing. In the jostle and hurry of busy life we may momentarily lose sight of the great fact that our interest in all material things is of but a passing nature. But there comes to every man and woman, in their calm

and sober moments, a solemn sense of the great silence which must speedily succeed all the wild turmoil and giddy excitement of this noisy generation.—There will still be clamor and tumult; but in it this generation will have no part or lot. The pall of silence and blank oblivion will have settled over them and their deeds. "The fever and the fretful stir unprofitable," will have passed away. In the face of these stern realities we may enjoy lucid intervals. Illusions vanish. The things which we pursue most eagerly are stripped of their disguises and their vanity revealed. We see how like the baseless fabric of a vision is much that we are accustomed to regard as most solid and substantial. We feel that we are in the dim novitiate, preparatory to some higher condition; that, after all, the great work of life is to grow in knowledge and in good; to cherish and prize, above all things else, that which can alone survive the destroying hand of time; not to waste the golden moments wholly in the mere machinery of living and the details of its culinary wants. Here again the teacher plays an important part. He is not to teach creeds and dogmas. He is not to proselytize for this or that denomination; but to prepare the mind for the reception and appreciation of truth. He can point out the beauty of virtue and the repulsiveness of vice. He can designate to the pupil the great cardinal principles of morality, that, when once placed before it, are as clear to the mental vision of childhood as to that of maturer age; and he can do this, moreover, without rendering them repulsive by the infusion of any of the incomprehensible refinements and technicalities of mere sectarianism. He furnishes the mental discipline; he should both inculcate and set the example in all the essentials of morality, gentleness and kindness; and leave the individual to choose his faith according to his idiosyncrasies and attractions. In thus laying the foundation, to some extent at least, of his pupils' character, his influence attends him through life and passes with him to what lies beyond.

There has been much complaint that the importance of this calling has not received a proper recognition by the world in general. Narrow views respecting its duties and responsibilities have prevailed. The compensation has been insignificant compared with the rewards which the talent and labor required could command in other fields of effort. This evil must in a great measure be corrected by teachers themselves. They must learn first to respect their calling and to be worthy of it. They must bear in mind its weighty responsibilities, its far-reaching influences, and spare no pains to acquit themselves creditably and to the best of their ability in the discharge of their duty.—The occupations in which men engage are esteemed honorable in proportion to the difficulties to be overcome, the responsibilities to be borne, and the dignity and importance of the objects which they involve. Those which call into exercise mere untutored physical strength occupy the lowest scale; those which require some dexterity of movement as well as muscular strength, a higher; those which relate to the mind of man, to its training and development, the highest of all.—Among the latter class, and prominent in the scale of precedence, is the office of the teacher in our public schools, whose task is to develope into harmonious action the youthful and forming mind. There is no higher. It lies at the foundation of everything else. It is preparatory to everything that follows. Its object is to light up the intellect, and let in the glorious world of thought and imagination upon the mind, to which it would otherwise remain blind. The Statesman merely throws up barriers and hems in the individual with restrictions. His work is merely superficial, while that of the teacher penetrates to the inner life, and purifies the fountain itself. We cannot enough insist upon the necessity of a due preparation for this great work. There is need of men engaged in it with large discourse of reason—those who are gifted to see the vitality of facts—who have some other idea of Education than the mere cramming process, the Gradgrind method of burdening the memory with facts—undigested, hard, pitiless facts.—This is simply a mechanical education, which withers the intellect while it disgusts the pupil. The object of education is to inflame the mind with a love of knowledge and a passionate desire to seek and find truth; to impress the student with the idea that one chief object of ex-

istence is self-culture; to furnish him with the requisite training for that great discipline which shall continue on thro' life—a key that will open to the possessor the boundless treasuries of knowledge, and supply him with "a perpetual feast of nectared sweets, where no crude surfeit reigns."

A kind Providence has given us a glorious land in which to dwell. Never before was there presented to the patriot a country so worthy of his love, his solicitude, his hopes. There is in its condition and prospects, matter to excite the most opposite emotions; pride and shame; despair and exultation. The imagination is staggered at the prospect of its present greatness and future destiny. Its people, gathered from all quarters of the globe, possessing the characteristic excellencies and defects of their several races, are exhibiting the grandest fusion movement—to borrow from the political vocabulary—ever witnessed. Freedom, toleration, equal rights, are the planks of the broad platform on which they stand—or are endeavoring to stand, for the actual performance seldom comes quite up to the promise in human affairs. We must be patient and learn to wait. The oppressive restrictions that cramp the genius and fetter the energies of the subjects of the various despotisms of Europe, are driving out the bone and sinew of its population. They seek the New World. The active, the enterprising, the hopeful, flock hither to rear their homes under a new heaven, and to infuse fresh vitality and added energy into the channels of American skill and enterprise. A whole broad continent, reserved until the time was ripe, has suddenly been opened up to the Caucasian race. They are turned loose into it; and given steamboats, locomotives, electric telegraphs, printing presses and Republican institutions. A new phase of humanity is to be developed. Everything is on a grander and vaster scale than the Old World ever knew. Nature has been prodigal of bounties. She has showered upon it her choicest gifts with an unsparing hand. She has given it a soil that seems of inexhaustible fertility; the combined amenities of a delightful climate and beautiful and picturesque scenery; and over it she has hung a sky whose azure rivals that of Italy. She has heaved up huge mountain chains, whose peaks invade those regions

[nourished,
"Where the treasures of delicious snow are
And banquets of sweet hail,"

to feed the flashing silver of the torrents that troop singing down their sides, and water, and enrich, and beautify the whole broad land. She has spread out green savannahs that only await the plow and the seed, to laugh with harvests. She has veined the rocks with iron and gold, and stored them with treasures of coal. She has spread out broad lakes for inland commerce; and seamed the continent with mighty rivers that bear upon their shining backs the staple products of the interior on to the ocean, thence to be distributed up and down among mankind. Here are all the elements of material greatness. The mind, overwhelmed by the oceanic vastness of the prospect that dilates before it, as it looks down the vista of the coming years to the development of these immense resources, shrinks back in utter impotence from the attempt to grasp it. What will be the precise characteristics of the people to whom shall be given this fair inheritance, it is, as yet, difficult to say. We are still in the gristle. The fusion is not complete. Our population is yet wanting in homogeneity. That the Anglo-Saxon blood will predominate, however, there can be little doubt, or that the Anglo-Saxon energy and earnestness will be among their characteristics. "We speak the tongue that Shakspeare spake; the faith and morals hold that Milton held." But in the presence of all this material greatness and prosperity there is danger of our forgetting the higher and more essential elements of greatness. There is danger of becoming absorbed in the pursuit of the mere means of life, forgetful of the end that should be kept constantly in view. We need the School-master abroad. We need the diffusion of intelligence and just principles through the community, to counteract our material tendencies. These are the forces that will bind this Union together, as with hooks of steel, when the tow-strings of compromises are consumed in the blaze of sectional jealousies, ignited by the collision of jarring interests and antagonistic institutions. Extent of territory, population, wealth, are not the

elements that combine to form the highest type of national greatness. This every student of history knows.

"Though we sided with the Eagles, though we struck the stars in rising,
Though we wrapped the globe intensely, in one hot, electric breath,
'Twere but power within our tether—no new Spirit-power conferring,
And in life we were not better men, nor braver men in death."

Send abroad the school-master then.—Let the School-house be reared in every town and hamlet, and by the green lanes, amid the pastoral quiet of the broad country—North and South—everywhere, as is to-day the case in this young and rising Commonwealth of the North-West, whose public school system has been so munificently endowed. Let the teacher be encouraged. Let the dignity of his office be properly recognized. Let the sphere of his influence be widened, and no effort spared to elevate and improve the condition of those who, with a large measure of hope and patience, have determined to devote their energies to the service of the rising generation. Let every movement and organization, having this end in view, meet a ready sympathy and a hearty encouragement, should it prove worthy of it; and, finally, let us determine to regard our material prosperity and greatness as the towering Acropolis, upon which we will rear, in more than Grecian beauty of proportion and adorned with a grander than Phidean or Praxitilean art, a stupendous structure of intellectual and spiritual greatness, the majestic columns of which shall be hewn from the diamond quarries of principle, and its roof and walls and floor wrought from the pure gold of intelligence and manly worth.

A STORY OF SCHOOL.

BY WILLIAM R. HART.

The red light shone through the open door,
From the round, declining sun;
And fantastic shadows, all about,
On the dusty floor were thrown,
As the factory clock told the hour of five,
And the school was almost done.

The mingled hum of the busy town
Rose faint from her lower plain;
And we saw the steeple over the trees,
With its motionless, golden vane;
And heard the cattle's musical low,
And the rustle of standing grain.

In the open casement a lingering bee
Murmured a drowsy tune;
And, from the upland meadows, a song,
In the lulls of the afternoon,
Had come, on the air that wandered by,
Laden with scents of June.

Our tasks were finished, and lessons said,
And we sat all hushed and still,
Listening to catch the purl of the brook,
And the whirr of the distant mill;
And waiting the word of dismissal, that yet
Waited the master's will.

The master was old and his form was bent,
And scattered and white his hair;
But his heart was young, and there ever dwelt
A calm and kindly air,
Like the halo over a pictured saint,
On his face, marked deep with care.

His eyes were closed, and his wrinkled hands
Wore folded over his vest,
As wearily back in his old arm-chair
He reclined as if to rest;
And the golden streaming sunlight fell
On his brow and down his breast.

We waited in reverent silence long,
And silence the master kept,
Though still the accustomed saintly smile
Over his features crept; [toil
And we tho't that, worn with the lengthened
Of the Summer's day, he slept.

So we quietly rose and left our seats,
And outward, into the sun,
From the gathering shade of the dusty room,
Stole silently one by one—
For we knew by the distant striking clock,
It was time the school was done—

And left the master sleeping alone,
Alone in his high-backed chair,
With his eyelids closed, and withered palms
Folded as in prayer,
And the mingled light and smile on his face,
And we knew not Death was there.

Nor knew that, just as the clock struck five,
His kindly soul away,
A shadowy messenger silently bore
From its trembling house of clay,
To be a child with the saints of heaven,
And to dwell with Christ alway!

—*School Fellow.*

THANKFULNESS.

When thou hast truly thanked thy God
For every blessing sent,
But little time will then remain
For murmur or lament.

SCHOOL GOVERNMENT.

Ability to govern a school well, seems almost a matter of intuition. There is nothing in which the practice of one teacher is of so little value to another as in this. A method which with one person may be in the highest degree successful, when adopted by another may result in total failure, and there is danger to the young teacher in following the advice and in attempting to carry out the systems of others, no matter how well the originators themselves have succeeded in them. Elements of character so modify any method of government, that unless two persons have the same constitution and temperament, they cannot both successfully follow the same plans. Many of our best Educators and Disciplinarians have been stern and severe, but with this sternness and severity there have been combined some other traits of character, which have so softened and smoothed these asperities that they have succeeded in gaining the esteem and affection of pupils, and yet, because they were loved and respected, it must not be supposed that we can adopt them as our models. Some teachers are familiar with pupils, join in their sports; but it would not do for every one to attempt this. Some have greater power than others in calling out the better and more kindly feelings.

Now, every one must understand himself, and let him not put on armor which is not suited to him. With these general remarks, we would venture one or two suggestions, which we think may be of some service to those to whom the authority of the school-room is new and strange. If you would govern easily, govern *well*. Nothing so hard, so unsatisfactory, so vexatious, as *half*-government. Let your pupils learn your character and the character of the obedience you expect, in the first requisition you make upon them. Let this be some simple thing which you can most easily enforce, (provided you can enforce anything), and still, let it be something which will demand their frequent attention. It may be "that every one should sit erect and still, the moment before recess is given or school dismissed," or it may be "that every pupil should be at work by a given time." Whatever it be, see that it is done. Obtain obedience in the best way you can, but be sure you *have it in this one thing* before you attempt to exact it in anything else. It is useless for you to suppose that you can enforce obedience in forty particulars, many of which you have little opportunity to observe, if you cannot secure it in a *single* one. The kind of obedience which you admit at first, will be to the scholars the type of what you expect from them afterwards. See to it then that this first step is right. Now is the time to save yourself from the care, anxiety, and vexation of a poorly governed school. Let the after-steps in your discipline be progressive, first taking those which are most easily enforced, and then proceeding to those more difficult. Your trouble will be in the first few, and by the time you get to that most awful bugbear in school discipline of which so much is said and written, "whispering," you will find that your pupils are ready to obey you in this as well as in other respects. I would not be understood to say, that *all* whispering would be prevented. No teacher can say of his school —"my scholars never whisper." He does not know. *He* may not see them. *They* are the only ones who can answer this question truly. Nothing but a high moral standard, which it should be the tendency of all government to produce, will ensure exact obedience in this particular, where disobedience without possibility of detection is so easy, but there will be no whispering which will meet the teacher's eye. All will recognize the necessity for obedience, and it will not be admitted as a practice in which the better class of your pupils may allow themselves to indulge. If whispering is not wholly banished from the school-room, it will be under ban, and all will feel that it is a fault which none but those who are evilly disposed can commit.—There must be a slyness about it which will mark it as mean. When this is the case it will not trouble you, for there are few scholars in our schools who are disobedient from positive desire and intention to do wrong; they only lack the positive desire to do right; and there are few, who knowing what you desire and seeing that you regard your own rules, will persist in disobedience.

FEMALE EDUCATION.

No woman is educated, says Burnap, who is not equal to the successful management of a family. Although it does not require so much talent to rule a household as it does to govern a state, still it requires talent of the same kind.—As he makes the best general who has begun at the lowest post and passed up through every grade of office—as he makes the best admiral who entered the navy in the most inferior station, because they, and they alone, are acquainted with the whole compass of a subaltern's duty, —so that woman will manage a family with the greatest ease and efficiency who knows, experimentally, the duties of every member of it. Daughters who neglect this part of education are entirely without excuse, and mothers are still more to blame. The very apology which is often made for the neglect of it is the greatest condemnation of those who offer it. It is said by those who are growing up in ignorance of these things: "Any one can learn how to keep house when it is necessary. Any one who loves her husband, and is devoted to his interests, will make herself accomplished in those things when she is married." As well might the young man say, "Of what use is it for me to learn a profession, or make myself acquainted with the details of any business? When I am married, if I love my wife, it will then be time enough to learn a profession, or to accomplish myself in the details of business." Would there be any surer omen of total failure and discomfiture? That which a woman can learn to do in a few months under the tuition of love, can certainly be learned to much greater advantage under the tuition of a mother. If it is all so easy to learn, then certainly they are utterly inexcusable who neglect it. It is no degredation to the finest lady to know all the details of domestic affairs. It is honorable, and ought to be her pride.

LYING.

Lies of action are blood relation to lies of speech, and oral lies constitute but a small share of the falsehoods in the world. There are lies of custom and lies of fashion—lies of padding and lies of whalebone —lies of the first water in diamonds of paste, and unblushing blushes of lies to which a shower would give quite a different complexion—the politician's lies who, like a circus rider, strides two horses at once—the coquette's lies, who like a professor of legerdemain, keeps six plates dancing at a time—lies sandwiched between bargains—lies in livery behind republican coaches, in all the pomp of golden bands and buttons—lies of red tape and sealing wax—lies from the cannon's mouth—lies in the name of glorious principles that might make dead heroes clatter in their graves—Malakoffs of lies, standing upon sacred dust and lifting their audacious pinnacles in the light of eternal Heaven.

Need we say what an uneasy, slavish vanity is that which won't let a man appear as he really is, but makes himafraid of the world and himself, and so keeps him perpetually at work with subterfuges and shams. He is dissatisfied with nature's character, and so issues false stock. O, how much better for himself and the world for a man to be brave and true—what God and unavoidable circumstances have made him—to come out and dare say I am poor, of humble birth, of humble occupation, or don't know much.—What a curse this ingenuousness would be for social rottenness and financial earthquakes! How much sweeter and purer those actual rills of capacity and possession than this great brackish river of pretension, blown with bubbles and evaporating with gas—how much better than this splendid misery, these racks and thumb-screws that belong to the inquisition of fashion, and thousands of shabby things—the shabbiest of all being those who are too proud to seem just what they are.—*Chapin.*

INJURIES.—The noblest remedy for injuries is oblivion. Light injuries are made lighter, and heavy ones have their weight taken away, by not regarding them.

ETERNITY.

A solemn murmur in the soul
Tells of the world to be,
As travelers hear the billows roll
Before they reach the sea.

HOME INFLUENCE.

Wouldst thou listen to its gentle teaching,
All thy restless yearning it would still.
Leaf, and flower, and laden bee are preaching
Thine own sphere, though humble first to fill.

TRULY it has been said, that our duties are like the circles of a whirlpool, and the innermost includes home. A modern writer has designated home "heaven's fallen sister;" and a melancholy truth lies shrouded in those few words. Our home influence is not a passing, but an abiding one; and all powerful for good or evil, for peace or strife, or happiness or misery. Each separate Christian home has been likened to a central sun, around which revolves a happy and united band of warm, loving hearts, acting, thinking, rejoicing and sorrowing together. Which member of the family group can say, I have no influence. What sorrow, or what happiness, lies in the power of each!

"A lighted lamp," writes M'Cheyne, "is a very small thing, and it burns calmly and without noise, yet it giveth light to all who are within the house." And so there is a quiet influence, which like the flame of a scented lamp, fills many a home with light and fragrance. Such an influence has been beautifully compared to a "carpet, soft and deep, which, while it diffuses a look of ample comfort, deadens many a creaking sound. It is the curtain which, from many a beloved form, wards off at once the summer's glow and the winter's wind. It is the pillow on which sickness lays its head and forgets half its misery. This influence falls as the refreshing dew, the invigorating sunbeams, the fertilizing shower, shining on all with the mild lustre of moonlight, and harmonizing in one soft tint many of the discordant hues of a family picture.

FREQUENT written reviews are among the most successful means that teachers can employ for securing thoroughness and accuracy of scholarship. Several topics are written distinctly on the blackboard, and the pupils are required to expand them as fully and accurately as possible. Each pupil is seated by himself and furnished with pen ink and paper; but receives no assistance from either teacher or text-book. This mode of examining a class accomplishes at least three important objects at the same time. It affords a pure test of the pupils knowledge of the subject; it is one of the best methods of cultivating freedom and accuracy in the use of language; and it furnishes a valuable discipline to the pupil's mind, by throwing him entirely on his own resources. The task of examining so many separate written exercises, and of estimating their value, increases the labor of the teacher, but the gain to the pupil is more than an equivalent for the extra service required.—*Mass. Teacher.*

A HOME PICTURE—OLD AGE.

AN old man sat by the chimney side—
His face was wrinkled and wan—
And he leaned both hands on his stout oak cane,
As if all his work was done.

His coat was of good old fashioned gray,
With pockets both deep and wide,
Where his specs and steel tobacco box
Lay snugly side by side.

The old man liked to stir the fire,
So near him the tongs were kept;
Sometimes he mused as he gazed at the coals,
Sometimes he sat and slept.

What did he see in the embers there?
Ah! pictures of other years;
And now and then they awakened smiles,
But oftener they started tears.

His good wife sat on the other side,
In the high back cane seat chair;
You see 'neath the frill of her muslin cap
The sheen of her silvery hair.

She wears a blue checked apron now,
And is knitting a sock for him;
Her pale blue eyes have a genle look,
And she says they are growing dim.

I like to call and tell the news,
And chat an hour each day,
For it stirs the blood of the old man's heart,
To hear of the world away.

Be kind unto the old, my friends,
They're worn with this world's strife,
Though bravely once, perchance, they fought
The battle erst with life.

They taught our youthful feet to climb
Upward life's rugged steep;
Then let us lead them gently down
To where the weary sleep.

Ann R. Porter.

TO DAUGHTERS.—The secret you dare not tell your mother, is a dangerous secret, and one that will be likely to bring you sorrow and suffering in the end.

NO YOUNG HEART WITHOUT ITS GERM OF KINDNESS.

The following case occurred during my experience as an instructor in a distant part of the country. The morning for commencing a school in a strange place arrived. All were boisterous and noisy; but, one among them, a boy of fourteen, whose very countenance seemed to have been moulded under the influence of unholy passions, was the most truly disgusting candidate for education and the teacher's favor that I had ever seen. The teacher noticed his almost fiendish propensities for mischief, and, with a fearful heart, inquired his name and circumstances. The result of his inquiry was that he was the neglected son of drunken parents, a trouble and terror to every teacher, notorious throughout the whole town as having been once in jail for stealing money from a merchant's drawer;—and that he probably had come to make trouble in the school about to be commenced. Indeed, he began his career by choosing his seat upon the girls' side of the house, and asserting, in the hearing of the teacher, that all the schoolmasters this side of a place not heaven, could not move him.

The teacher learned, among other things, that he was really courageous and hated a coward; and that he was willing, at times, to oblige his school-mates.

He accordingly addressed him kindly as follows:

"David, our school-house bell is out of order, and we want some scholar who is not afraid, and is something of a mechanic to climb up in the belfry and fix it. Will you go?"

"Yes, sir," said David, and he went up promptly, and after thoroughly putting it in order, came down with a smile of satisfaction, saying:

"I have fixed it, sir."

"Thank you," said the teacher. The bell was rung, school was organized. David, without a word or look from the teacher, had quietly removed his books and taken a seat among the boys. At the very first, when some trusty boy was wanted for any little office in school, David was selected; and he proved himself worthy of such confidence. Days passed on, and David needed no reprimand.—Every pupil was surprised; parents were surprised; David himself was surprised that he was, for the first time, a friend to a "schoolmaster."

Time wore away, and David, under the influence of genial treatment, became as eminent as a scholar, as a dutifnl, upright boy, as he had ever before been notorious for being the very reverse; and in little more than a year he was taken as a clerk into the very store from which he stole; two years ago the writer heard of him in the same situation and a member of the church.

I have used this instance to illustrate the remark that if a youth be known to possess *one* good trait, his whole heart may be unlocked by it as with a key.—David loved the exhibition of manly courage. The abuse of this quality made him a complete bully among his schoolmates; but the teacher caused him to experience pleasure from his exercises.

He also possessed a wish to oblige, when respectfully asked to do so. The teacher made him feel that he could render great service to himself and to the school.—*Indiana Schoolfellow.*

A SHORT ARGUMENT.

A gentleman was railing, a few days since, at a public table, against the law of Massachusetts, as depriving men of their natural rights to buy and sell and get gain; and turning to his neighbor, he asked him if he did not think it high-handed oppression. The gentleman replied:

"Sir, call it oppression if you please. I will state one fact well known to myself. A tax bill was recently brought to me on my city property, of $800, for which I gave my check. I carefully looked into the subject, and found that $650 of it was for the support of drunkenness. Now what is this but oppression? But I suppose I have no rights. Rumsellers have all. They may tax me to support the criminals and drunkards they make, $650, and I must be still."

"Sir," said the gentleman, "Massachusetts is right. It is the best argument I every heard. It has overthrown all my theory about free trade. I will say no more, but go the whole with you."—*Ohio State Journal.*

THE STUDY OF NATURAL HISTORY.

Of the importance of the study of natural history as a branch of education, there can be no question. Even independently of the practical applications of the different departments of the science in the various processes of agriculture, commerce and the arts, the mental training it imparts is of the highest benefit.

The cultivation of the perceptive and reasoning faculties, the acquisition of skill in composition, as involved in recording the facts observed, the habits of healthful exercise of body in pursuing the study, and a rational and suitable occupation for leisure hours, are among the ends readily to be gained in the pursuit of natural science. When I speak of natural history, I do not refer simply to a string of dry, harsh names in a foreign language, and referring to many objects which a youth never has seen nor may expect to see, except possibly in a drawing. I mean the study of nature as displayed in the woods and fields, under the eye of any and every looker on. The child should be taught to analyze everything he sees, to examine into the why and wherefore, to take up some particular act of animal life and trace it back to its inception, and follow it to its conclusion. He should be taught to watch how the bird builds its nest, of what materials, what number and character of eggs it lays, the duration of incubation, the number of broods in the year, the date of appearing and disappearing, the abundance or scarcity as compared with other species, the kinds of food, etc. The frog should be watched, to learn when he leaves his mud retreat, how the eggs are deposited, whether in spherical masses, or in long ropes, how long before the embryo emerges from the shell and the interval of attaining full development of limbs. The fish should be traced to its secret haunts, to learn when the period of spawning takes place, whether it builds a nest of grass, sticks or stones, what arts of defence it employs, what changes it undergoes in the different seasons. The transformations of the insect should be followed out through its successive stages, so as accurately to determine the kind of food, duration of the different conditions, etc., points all of the highest importance in an economical point of view. The same general principles will apply to every form of life. The student should be encouraged to write down what of such operations and actions he may have seen in his rambles. No matter how trivial these may seem, a record should be made, as cultivating a habit of great importance. The difficulty so often experienced in the writing of compositions may be remedied to a great extent by assigning some particular subject in natural history to be investigated and reported upon. Students may be encouraged to procure living animals and keeping them in confinement, to work out the details of their history. Indeed with many species this is the only way in which anything can be learned respecting them. I have obtained vastly more information respecting the frogs and salamanders, by watching them in my own room, than I ever could in the fields and by the ponds. In order however to systematize the studies first referred to, it will be necessary to proceed to the formation of local cabinets. Each school should be provided with some sets of shelves as well as bottles, alcohol, etc., by means of which to exhibit the results of Saturday afternoon forays, or incidental gatherings throughout the week.—The object should be to procure as complete a collection as might be convenient, of all the different minerals, fossil remains, animals and plants of the neighborhood. This will be very easily accomplished by the help of the teacher, who should know enough of the art of taxidermy to skin a bird or quadruped. The processes involved are all exceedingly simple, and will be found detailed at sufficient length in the little pamphlet published by the Smithsonian institute which might be re-produced for distribution among schools. Collections of skulls and skeletons, detached or combined, might be made of the domestic and other animals of the vicinity. The collections thus made or in process of accumulation, are now to be labelled as accurately as the means at command will allow. If the scientific names cannot be obtained, then some provisional ones may be adopted serving to identify them temporarily, until better can be done. It must be the teacher's business to procure all the

books he can get relating to the subjects collected, and by their means as well as by conference and correspondence with "Experts," find out what is already known of their history as well as the names by which they are recognized. In possession of such cabinets, it will then be proper to introduce some text book on natural history, and the course of instruction, selecting one suited to the comprehension of the classes. Unfortunately, we have nothing new at our command bearing upon the generalities of natural history and adapted to this country, excepting the text book of Zoology by Agassiz and Gould, which covers only the physiology of zoology. This work, however, is very admirable as far as it goes and most highly to be recommended.

S. F. BAIRD, Smithsonian Inst.

Communications.

[For the Journal of Education.

COURSE OF INSTRUCTION FOR OUR SCHOOLS.

NUMBER TWO.

NO sooner does the scholar begin to acquire the ideas of others, than there arises in his mind a natural desire to impart them together with the thoughts engendered by them, to others out of the reach of the voice. "It is true," says Beecher, "that dress does not make the man, but when a man is made he looks much better dressed up." The characters used to represent ideas do not make the ideas, but when the thoughts are fully developed their dress has much to do with their influence upon others. Hence the importance of a good style of *penmanship*. Writing is, then, in my opinion, of importance secondary only to reading. It should be the aim of the Teacher to attend carefully to the formation of the elementary characters that they may be attractive to the eye, and easily distinguished from each other, and when combined, that they may convey to the mind an idea distinct and definite at *first sight*. Instruction in writing as well as reading should be confined to the *purely* mechanical part only so long as will be found necessary to fix in the mind of the pupil the proper mode of forming the elementary characters and their simplest combinations. Words written are but the clothing of ideas. The intellectual part of writing should be connected with the mechanical far earlier than usual. This must be done first by requiring copies of sentences or paragraphs easily understood and containing some important truth, extending this process gradually with the increasing capacity of the pupil. Nor should the practice be too long neglected of requiring the scholar to give shape to his own ideas in simple narrative or familiar letters. Thereby *thought* is *developed* and a knowledge of the practical part of *English Grammar* is *obtained*. Let this course be pursued as long as the pupil remains in school, and it matters not if the *theory* of *Grammar* be neglected, at least until its philosophy can be appreciated. Far too much time is wasted in simply imitating stale expressions or trite sayings, that have little or no influence on the mind of the copyist. Writing, as an art merely, has little value. It assumes importance proportionate to the ideas it addresses to the mind through the eye.

When the child has knowledge enough of Reading to gain a distinct idea of simple statements, then may he commence *Intellectual Arithmetic*. Among the first developed thoughts of the child are those of *number*. An acquaintance with Intellectual Arithmetic lies at the foundation of all correct reasoning, whether *analytical* or *synthetical*. No other study has so wide a range of influence or exerts such a power in the formation of character as this. Its influence is felt in all de-

partments of our intellectual and moral being. The very essence of exactness, it will admit of no swerving from the path of right. It guards against all loose habits of thought and their invariable consequent looseness of morals. It will allow no false reasoning, no specious sophistry, no tampering with facts, no idle speculations, no running after whims and senseless theories. It leads to deep and earnest thought, to an intelligent investigation of all that may be presented, to see if it will stand the test of sound reason and sober truth. It developes just these powers, which make the reliable man—good reason, sound judgment, accurate memory, and a bridled fancy. The moral character too takes its shape to a very great extent from the intellect. Let not a written Arithmetic be placed in the hands of the pupil till he is able to comprehend fully the nature of the examples he is attempting to solve. Should his time in school not prove sufficient for both, he is better prepared to pursue his education in after life with a good thorough knowledge of Mental Arithmetic, than if, without it, his brain be crammed with all the rules of the numberless Arithmetics of our land. He has a slate and pencil in his head, that he can use at any time and in any place. He has *thought*, a solid foundation on which to build.—Mathematics should occupy a portion of the time during all school days. Algebra, Geometry, &c., may be pursued to great advantage in school, when time permits, in after years.

Platteville, Wis. J. L. P.

CULTIVATE YOUR MIND.

This is a world of change. The hopes and anticipations of youth are seldom realized in manhood. The visions of fancy fade away when we come to experience life's realities. We are daily taught the folly of depending upon outward surroundings for happiness. Even human affection, that priceless boon may become a medium of disquiet or of positive torture. Death may sever the ties which bind us to those we love, or coldness and estrangement may separate hearts that lived but in the light of each other's smile, making life a weariness until the burdened soul shall long for the rest and quiet of the grave.

How dark the cloud of despondency which will enwrap the mind that, uncultivated and undeveloped, finds nothing within itself to rely upon when its dependence upon the outward fails.

But, when trained and disciplined by culture and a large experience—when the exuberance of fancy is chastened and subdued by contact with the actual—when the ephemeral visions and childish expectations of life's springtime are superseded by the more confident (because better founded) and more glorious (because farther reaching) hopes of a well developed manhood, then it is that the mind like a never-failing fountain sends forth streams which gladden with perennial verdure the otherwise desert tracks of the soul's pilgrimage.

Then let fortune frown and friendship fail, and the world go by on the other side: connected with all that is great and glorious in the past, all that is hopeful in the future, the man is elevated above the storms of the present, into a serene and pure atmosphere where the dawing light of a never ending day shall shed upon him glimpses of the beauty and glory of those regions beyond the boundaries of time and sense. Reader if you would understand and enjoy this, cultivate your mind, and do so with reference to its immortality. A. J. C.

COMMON SCHOOLS.

THEORETICALLY AND PRACTICALLY CONSIDERED.

NUMBER TWO.

Passing from the consideration of the right or duty of the State to provide instruction for the children of the people, we come next to regard the means to be employed. How shall the child be educated, his faculties and powers developed and strengthened in accordance with the laws of mind and the relations he bears to society?

Education does not consist in merely developing the intellect. Many have joined the crusade against ignorance and echoed the cry of popular education who have no just idea or sense of the importance of moral instruction or heart training. Their idea of education is confined to the acquisition of scientific principles, philosophical deductions and abstract historical truths.

"Star-eyed science," is the deity they worship, and they have no patience with those who insist upon the necessity of religious instruction.

On the other hand there are those who regard the religious element as the most important component in individual character and who have no faith in and will give no support to any system of education which does not embrace some definite form of religious belief as a basis or fundamental part of its teachings. Again, a great many regard the education of their children simply as the performance of a personal duty, growing out of the relation of parent, and they are governed by fashion and custom as to the amount and kind of instruction they furnish, the same as they are, with regard to food and raiment.

The error of each of these classes of individuals will be discovered, when we consider the true object of education, which I conceive to be—*the proper cultivation and development of all the faculties and powers of the individual with reference to the relations he sustains to himself, to his fellowmen and to God.*

Let the reader examine this definition, carefully analyzing the principles contained in it, and he will have a guage with which to measure the deficiencies and errors of every system of instruction.

Some teachers neglect to develop one part of the child's nature, some another, but the most fatal defect consists in not developing the faculties of the child with reference to actual existing relations.

Leaving this point for the present, let us consider the kind of organization or system required by our definition ef education. As we possess a physical, an intellectual, a moral and a social nature, our system of education should be fitted to develope us in all these respects.

Economical considerations undoubtedly influenced the first founders of the common school system. The inability of parents to provide suitable instructors for their children at home, rendered it necessary that they should unite their means and efforts; hence, the schoolhouse and the congregating of the children therein. In many European countries the children of the higher classes (females especially) receive the greater part of their education at home under the guidance of a tutor or governess, and I have met with many parents who would pursue the same plan here, were it not for the expense attending it.

This is a great mistake. If there were enough of competent instructors and each parent abundantly able to provide a teacher for his children, it would yet be far better to educate them with others in the common school room.

This would be true if education consisted only in intellectual development.—There are few children who "love learning for learning's sake," so as not to need the stimulus which the excitement and emulation of the school-room furnish.—The contact of mind with mind, the desire to excel, and the pleasure arising from the faithful performance of a task, are powerful incentives to intellectual exertion. An over-crowded class is objectionable; but few teachers like to conduct a recitation when less than half a dozen pupils are engaged on the lesson. Again, the active sports engaged in by school-children, are well calculated to develop the physical powers. The playground is as necessary an accompaniment to a school room as a black board. There should be separate grounds for each sex, planted with shade and ornamental trees, and furnished with all necessary appliances to promote cheerful and healthy exercise.—American females are too much like hot-house plants, they do not take enough out-door exercise.

They are mewed up in the house day after day, often engaged in unhealthy sedentary employments, and when they do venture into the streets, they cover their heads with a parasol to exclude the sun, their faces with a thick vail to exclude the fresh air, preferring dyspepsia and consumption to a hightened complexion and full chest.

It is useless to attempt to reform the mothers, but we may do something with the daughters. Let the play-ground be supplied with swings, jumping ropes, trundling hoops, balls and the like, and the exercise obtained during the walk to and from school, and at the daily recess, and intermission, will produce effects of incalculable importance to the mental and physical well being of generations yet unborn.

But it is chiefly on account of its effect upon the moral and social nature of children that we regard their education in masses essential to the perfection of a system of instruction—which points we will consider in our next number. A. J. C.

THE GUARDIANS OF OUR PUBLIC SCHOOLS.

NUMBER ONE.

Town Superintendents, School and District Boards, are, by law, made the guardians of the Public Schools of the State. To them are intrusted the educational interests of the youth. The trust is an important one, excelling, by far, any mere monetary consideration however large; in as much as mind is more precious and durable than gold and silver.

It is to be presumed that the people, whose children are to receive their education under the direction of these officers, will select men to fill these responsible stations, who have qualifications for them. In doing this, they would only use the same discrimination which they are accustomed to use in securing minor interests which they intrust to others.—Wishing to construct a dwelling, they do not seek a plan of it at the hands of a tradesman or of a professional man, but of a mechanic; of one whose skill in such matters has been properly cultivated and thoroughly tested. To such a one, in whom is laid the foundation of responsibility in such matters, is confided the construction of the edifice; and confidence here will not be misplaced. Also they do not go to the lawyer for medical advice, nor to the physician with a suit at law. That individual is sought who has qualifications in the direction of the interest involved. And why not apply the same rule when men are to be selected to

whom shall be confided the education of our children? Indeed, this *is* supposed to be the case, and men allow to their sagacity its legitimate exercise here, as they do touching other interests which they feel under obligation to protect and enhance.

It is expected that this Journal will be read by every City and Town Superintendent of Schools in the State, and by the members of every Board of Education. And to them I wish to address myself in this communication; and because much, very much, is depending upon the manner and faithfulness in and with which they discharge their duties.

Our school laws contemplate that every officer, elected under its provisions, will wisely and efficiently fill his station under them. In a young and growing state like ours, where foundations are being laid, and where seeds are being planted for future growth, there can be no sinecures. As said Lord Nelson, when about to descend with his fleet upon the French squadron in the Bay of Aboukir, "England expects every man to do his duty," so now, Wisconsin demands that her pioneer citizens shall be faithful to their trusts. What are our rail roads and harbors, mines of wealth and extended fields waving in the yellow harvest, when compared with the jewels that gather around our family fires, and are nurtured into men and women under the fostering hand of Education? This earth, from mountain top to lowest vale, was made for mind, and without mind to act upon it and through it, it is but a worthless ball in God's universe. Bones and sinews even, without a motive power to wield them and to make them efficient in the right direction, are no better than bones of iron and ropes of hemp. Beauty is vain, except as the inclosed spirit shall shine through its gauzy texture and garnish each thread with the mellow tints of virtue. Mind is every thing, and schools are its nurseries.

School officers, then, are not to be mere cyphers in their stations; nor bare clerks to see that dollars and cents are properly counted, and that debts and credits balance. Dollars and cents are only as the oil in the machinery that aids to keep the wheels and levers in easy motion; but they are no part of the machinery itself, nor do they enter, at all, into the abiding results. It is well to have them, and to use them discreetly, as the means to an end; but let no school officer suppose that the centre and circumference of his work lie there.

The limits of this article forbid that I should call attention to more than one subject. But this is by no means an unimportant one. They should give careful attention to school house arrangements, for these will exert a very decided influence upon the pupils that will assemble there for a century or more to come. And first, where shall the site of the building be? This is a question that may be asked, with solicitude, even a hundred times or more in our state the present season. For, many old districts will build new school houses, and new districts will be organized and buildings must be erected in them, and these all must be located somewhere. See to it that the location is a healthy one. Do not place your school house either *in* or *beside* a stagnant pool of water, because it happens to be the geographical centre of the district; nor upon the north-east side of a mill-pond, unless you wish the pupils to shake with the ague. See that the location is a pleasant one. There may be a beautiful grove upon a slightly elevated spot of ground, and a neat and tasty building nestling

there would remind one of "Academus' sacred shade," and *there* is the *very spot* which you should advise the people to select. Suppose it does cost money; pay it quickly and cheerfully; it will be a splendid investment. Two or three dollars apiece now for each family in the district, will expand into thousands, in the future cultivation of the cheerful, beautiful and lovely in the minds of their children. Or, if the location must be the open prairie, avoid the sloughs and low grounds; and plant trees plentifully upon it, immediately, that no time be lost in their growth. And be sure in either case that the site be large enough. Something more is needed than simply room to pass around the building without rubbing both fence and wall with the elbows. In this large world there is room enough; and it is not necessary to compress the education of a child into a four by eight rods area. Large minds cannot grow thus confined, unless they spindle upward upon a narrow base, liable to be overturned by a breeze that would serve only to fan the brow that canopies a noble soul.

School officers, as well as others, sho'd look well to these foundations of things, for mind and eternity are involved; the one is the *most valuable* existence, and the other the *longest* period.

Racine, Wis. M. P. K.

[For the Journal of Education.

THE INSTRUCTIONS OF THE SCHOOL-ROOM.

The instructions of the school-room, if properly administered, are not inferior in value to those of any other department of life. It is here that the physical constitution of our youth is to be developed in strength, symmetry and beauty, and prepared for the arduous labors of useful life; here, the intellect is to be awakened into activity, unfolded, matured and qualified for the duties of the citizen, the patriot, the statesman and the christian; here, the moral man is to receive his controlling influence, and determining characteristics. Here, those emotions are to be awakened, those sentiments inspired, and those principles inculcated, which shall lead aright, and prompt to deeds of noble daring, and virtuous and holy action. It is here, in short, that the immortal mind, as it came from the hand of Deity, with relations infinite and interests eternal, is committed to the mechanist, who is to give it vital energy, develop, mold and perfect it, and prepare it for the end for which it was designed—for usefulness, for happiness, and for God—here that the rising generations are to be disciplined, educated and prepared for their responsibilities to society, to the state, the church, and to their Creator.

Too much care, then, cannot be exercised, in an effort to render the influences of the school-room such as shall accomplish these great objects of study and discipline: in selecting such studies and adopting such exercises, and discipline, and in engaging such teachers, and securing such facilities and appliances, as shall instruct aright the intellect, enlarge the understanding, strengthen the judgment, give a healthy tone to the feelings, control the will, refine the taste and spiritualize the soul. Every influence exerted goes to form the character and fix the destiny, and every impression made is eternal in its consequences, reaching beyond time into the infinite future, in its effects upon the character and happiness of man. Then, if the schoolroom be unpleasant and repulsive in appearance, the sensibilities of the student must suffer—if the school book be imperfect and wrong, its teachings will be wanting and incorrect—if the teacher be deficient and un-

qualified, all his instructions will be incomplete and defective—and, if the facilities and appliances for study and illustration, experiment and demonstration, be few and inefficient, all the instructions of the schoolroom, will be either wholly wrong, or imperfect and inadequate.—Then, with what care should every school room be built and furnished, should every text-book be selected, and every teacher chosen!

Again, the instructions of the schoolroom, especially here in this "Prairieland," have a great work to accomplish. Not many years hence and the Valley of the Mississippi will be the central power, as it is now the geographic centre, of the United States; and whatever governs and controls its destiny, will govern and control the destiny of the Republic. Whoever corrupts the youth and degenerates the people of the Mississippi Valley, corrupts and degenerates a nation. But whoever educates and renders virtuous the youth, and reforms the people of this country, protecting and securing them from moral degeneracy, educates, happifies, and secures the permanency of a great Republic, effects incalculably the good of humanity, and blesses the world; for, a knowledge of science, literature and art, and the discipline of mind consequent upon a thorough pursuit of the same, together with the regularity of habits secured, are equally essential to the reformatory energy and progress of society, the stability and perpetuity of a Republic, and the highest good and happiness of mankind.

To the accomplishment of these ends and these great purposes, then, should all our schools be adapted, and should unite all their interests and labors; for it is only by a *united effort* that these objects can be accomplished. A. C. S.

Milton, Wis.

[For the Journal of Education.

EDUCATION.

MAN is a child of God. He is so, not simply because he was called into being by the Almighty, but because he is created in the image and likeness of his Maker.

That man's faculties, though finite in degree, are in *kind* the same with those of the Lord, is demonstrated from the fact that man is commanded to be holy as God is holy. Likeness of character consists in likeness of acts and conditions of like faculties and susceptibilities; and if man were not mentally constituted in the image of his Father, it would be vain to command him to be of a like character.

Education in its true and extended sense means the development or drawing forth of this divine or seminal image in man, with ever increasing fullness, in harmony with the Supreme. The soul, upon which this office is exerted is as eternal in regard to the future as God himself; and must become happy and advance in blessedness as it approaches its divine original; or miserable as it recedes from Him.—How all-important, therefore, is education.

The Almighty himself, is the Great Teacher; for he only can communicate a knowledge of himself; but He operates both directly and indirectly. In all cases however, one indispensable condition of the attainment of a right education, is a voluntary co-operation on the part of the learner. Strength of character, integrity and wisdom depend on acts of *will*. A man or child is *that*, which in the right use of means, he *wills* himself to be.

All subordinate teachers must conform to the laws of the Great Teacher. The commandments which God has written in his volume of nature, are as obligatory as those written in the volume of his word. God has ordained, in this life, an inseparable connection between a health-

ful body and a healthful mind. So long as mind remains a tenant of this tabernacle of flesh, the command—"go preach the kingdom of God," cannot be disjoined from the command—"and heal the sick."

In education, the law whereby different organizations produce different effects, also demands attention. The organic law is potential in all things, at all times and everywhere. Trees and plants differ in organization; therefore trees and plants differ in their fruits and other productions. You may insert different grafts upon the same stock; yet, notwithstanding they all receive nourishment from the same roots and stem, their fruits vary according to their organic peculiarities. Thus it is in nations and in all social organisms. Monarchical, aristocratic and republican institutions do not and cannot educate men to the same character; neither can our institutions in the South educate men to the same character as those in the North. This power of the organic law is no less forcible in schools. A school system and discipline should be such as to draw forth the mental and moral powers of youth in free, generous and candid directions; to form the mind and body to hardihood;—to educate the will into habits of fixed and concentrated attention; to cultivate promptness as well as accuracy and depth thought, with vigor of imagination; and to imbue the heart with an ardent love of truth, of justice, of humanity, of piety.—Scholars should be trained to wisdom.—Wisdom consists in choosing a right end and right means to accomplish it; and in executing such purpose with courage, energy and a confident reliance upon the Almighty. For he who fights God's battles has God upon his side, and is sure of victory; though he water his cause with his own blood, his cause still conquers, and he himself ascends to a higher glory. It is absurd and impious to suppose that God's truth can be defeated. This noble reliance upon divine help, sustained the prophets and apostles in times past; and must and ever will sustain the righteous and wise in all ages. The development of this principle is one part of a correct education.

Not by one force of circumstance only, but by *all* forces and circumstances is character or education formed. School systems and discipline may be very good, but if the system and discipline at *home* be bad, the labors of the teacher are counteracted. Parents and guardians, who, instead of co-operating with the teachers at school encourage or connive at a contrary disposition in their children, do much harm; they impair the efficiency of the school; they inflict a lasting evil upon others; and very greatly retard the general public advance and happiness. The most powerful and thorough means for the elevation of society, and the prosperity and stability of a nation, is the rightful education of the youth; and whoever strikes a blow at this foundation, commits an evil from which flow very sad and fearful consequences.

The great Author of nature, has also ordained laws in the mental constitution of man, to which we must conform in the work of education.

Imitation and emulation are very distinct forces. Imitation incites us to copy the manners and habits of others. Emulation exerts a deeper power; it seeks to equal or excel in real or supposed worth. A child may imitate a grown person.—The action is external. He may do it in sport; or, insensibly, from habit. A child, also, may be instructed to venerate the character and admire the actions and life of a great and good man; and to mould himself after his example. But emulation puts not forth its greatest force

except between persons who are equal or nearly equal. Emulation is a kind of race. We do not willingly, or with alacrity, engage in a race with others, unless we have some hope to win, or to be equal; or at least not to be distanced in the contest. Thus nature in inciting children onward in the career of mental improvement, by the force of emulation, one of her strongest powers, does not stand so far off from them as at the great distance of mature manhood. The man acts on the child by reverence, authority, the force of imitation and love; rarely, if at all, through emulation, except in youth when ripening into manhood. But nature presents to the small child, another child still more advanced; to this other, a third: and so continually, the great law of emulation, by connecting links, unites childhood to youth; and youth to manhood; and urges on the whole family of man and successive generations in unceasing progress.

One evil child does very great harm to many. One generous and noble youth may influence multitudes for good.—Children are by a law of nature, and to an inconceivable extent, either for good or evil, the educators of children. This instructs us that the education of no child can be safely neglected; and that all society and the whole nation are interested in the education of all children.

Emulation needs guidance and discipline that it may not degenerate into ill-will or enmity. When we direct our thoughts to our Father above, we perceive that all mankind, being the offspring of one Parent, are brothers, and have a common interest. Malignant rivalry must not exist among them. It is right and commendable for one brother to seek his own full and perfect development, according to the capacities given to him by his Creator, even if that development should exalt him in honor and power far above all others; but it is base, malignant and injurious, for any one to seek or desire to retard another, in order to gain a superiority. Let each be educated to the top of his ability; and if my neighbor's capacity is more than mine, may I ever thank God for it; just as I thank God that there are Angels and Seraphim higher than men. Truly educated and conformed to the will of the Supreme, all rational beings are co-members one of another; and the advancement, beauty and blessedness of one, is for the common good of all; just as the hand is benefited by the strength of the foot, and each member by the health and perfection of all the members. This is Christain doctrine; and it is so, because the principle is founded in the very nature of things which the All-wise Creator has ordained. It is indispensable, therefore, to a correct education, that emulation be so guided and instructed, as to incite, not to hate or to subversive competition, but to love and good works.

God's character and purposes are revealed in the Scriptures; neither can the human mind be developed or drawn forth in conformity with the Divine, except as indicated in the Bible. The doctrines and life of Christ enter into the foundation and superstructure of all truthful education. But there are many distinct departments in the great and unending work of training the human mind. Parents, the Clergy and Teachers, have their separate and various functions. Yet can no school be safely entrusted with the education of youth, which ignores the practical duties of Christian piety, of reverence to God, and love to man as taught in the sacred volume.

Racine, Wis. H. H. V. A.

CONSCIENCE.—Man's dominion ends, says Bonaparte, where that of conscience commences.

Superintendent's Department.

OFFICE OF SUP'T. OF PUB. INSTRUCTION,
Madison, April 15th, 1856.

Desiring to meet, as far as possible, the Teachers, School Officers, and Friends of Education generally, in the several counties of the State, for the purpose of conference, I hereby call a series of Educational Conventions, to be holden as follows:

In Elkhorn, May 2d and 3d.
In Janesville, May 6th and 7th.
In Monroe, May 9th and 10th.
In Shullsburg, May 13th and 14th.
In Mineral Point, May 16th and 17th.
In Lancaster, May 20th and 21st.
In Prairie du Chien, May 23d and 24th.
In La Crosse, May 27th and 28th.
In Richland Centre, June 2nd.
In County Seat of Adams Co., June 5th.
In Baraboo, June 9th and 10th.
In Portage City, June 12th and 13th.
In Juneau, June 17th and 18th.
In Jefferson, June 20th and 21st.
In Waukesha, June 24th and 25th.
In Racine, June 27th and 28th.
In Kenosha, July 1st and 2nd.

[*To be Continued.*

It is desired of the Town Superintendents in the several places designated in the foregoing list, that they make such arrangements for the Conventions, with regard to place of meeting, accommodation of members, &c., as may be required.

The following Order of Business is respectfully submitted:—

FIRST DAY.

10 o'clock A. M., Organization.
" Address by State Superintendent.
11 o'clock, A. M., Miscellaneous Business.
12 o'clock, M., Recess.
2 o'clock, P. M., Discussion on Uniformity of Text Books.
3 o'clock, P. M., Call by towns as to condition and progress of Education.
4 o'clock, P. M., A Paper on Moral Education in our Schools.
5 o'clock, P. M., Recess.
8 o'clock, P. M., Address.

SECOND DAY.

9 o'clock A. M., Miscellaneous Business.
10 o'clock, A. M., Lecture on Physical Education.
11 o'clock, A. M., Call by towns as to condition and progress of Education.
12 o'clock, M., Recess.
2 o'clock, P. M., Discussion on the subject of County Lyceums as a means of promoting the interests of Education.
3 o'clock A Paper on School Govern't.
4 o'clock, A Paper on Union Schools.
5 o'clock, P. M., Recess.
8 o'clock, P. M., Address.

Each paper and address will be followed by brief discussion if the time will permit.

☞ The papers of the State will please copy.

A. CONSTANTINE BARRY,
Supt. Pub. Inst.

AN ACT

To authorize the State Superintendent of Public Instruction to subscribe for a certain number of copies of the Wisconsin Journal of Education.

The People of the State of Wisconsin represented in Senate and Assembly, do enact as follows:

SECTION 1. The State Superintendent of Public Instruction, from year to year, so long as he shall deem expedient, is hereby authorized to subscribe for so many copies of the Wisconsin Journal of Education, published by the State Teachers' Association, at the price of fifty cents per year as shall be sufficient to supply one copy to each organized school district in the state; *Provided*, The State Superintendent be allowed to publish free of expense to the state, any and all matters of an educational character, that he may wish to publish from month to month in the columns of said Journal. The said periodical shall be sent by the publishers

to the clerk of each school district in the state, and to each town superintendent in the state. It shall be the duty of each district clerk, to cause each volume to be bound at the expense of the district, and to be kept in the library of such district, subject to the general library regulations.

SEC. 2. A sum sufficient to pay for the number of copies of said Journal so subscribed for, is hereby annually appropriated from the income of the school fund, and the same shall remain in the treasury subject to the draft of the State Superintendent of Public Instruction, to be drawn quarterly, and paid over to the publisher of said journal.

SEC. 3. In making the annual apportionment of the income of the school fund among the several towns and cities of this state, it shall be the duty of the State Superintendent to deduct from the whole amount otherwise subject to apportionment, such sum as may be necessary to pay for said journal at the price above named.

SEC. 4. In certifying to the State Treasurer, the apportionment of the school fund annually, the State Superintendent shall state in such certificate, the aggregate amount deducted according to the provisions of this act.

SEC. 5. This act shall take effect and be in force from and after its passage.

JOSHUA STARK,
Speaker *pro tem* of the Assembly.
L. P. HARVEY,
President *pro tem* of the Senate.
Approved March 19, 1856.
WM. A. BARSTOW.

WALKER HOUSE,
Milwaukee, March 28, 1856.

The Editorial Committee of the *Wisconsin Journal of Education* met pursuant to notice. A. J. Craig, Jno. G. McMynn, W. Van Ness, V. Butler, W. C. Dustin and A. C. Spicer were present. A. J. Craig was called to the Chair and A. C. Spicer was appointed Secretary.

The object of the meeting was stated, viz: to confer with the State Superintendent in relation to carrying out the provisions of an act lately passed by the Legislature, authorizing the State Superintendent to subscribe for a certain number of copies of the Journal. The State Superintendent being present, by invitation, made a statement in regard to the circumstances under which the bill was passed, and expressed a wish that the Journal should be the Organ of the Department of Public Instruction, and that some arrangement should be made by which he might have a voice in deciding as to the character of the Journal.

On motion of Jno. G. McMynn, the Committee proceeded to ballot for editor to fill the vacancy occasioned by the resignation of Geo. S. Dodge Esq. Hon. A. C. Barry was unanimously elected a member of the Editorial Committee.

On motion of Jno. G. McMynn, it was ordered that on the title page of the Journal, after the words "The Organ of the State Teachers' Association" the following "Also of the Department of Public Instruction" should be inserted.

The Resident Editor then stated that he had assumed the responsibility of having three thousand extra copies of the 1st number of the Journal printed, upon the request of the State Superintendent. The Committee then voted to approve the action of the Resident Editor.

On motion of Jno. G. McMynn, it was voted that the Treasurer be required to give bonds satisfactory to the Chairman and Secretary of the Editorial Committee, for the safe keeping and faithful disbursement of all money that may come into his hands.

The Committee authorized the Resident Editor to enter into contract with the State Superintendent of Public Instruction, to furnish the Wisconsin Journal of Education to the State according to the provisions of the law enacted during the present session of the Legislature, and to contract to publish such additional number of copies as he may deem expedient.

Committee voted that the Chairman and Secretary of this meeting act in the same capacity during the current year. Adjourned.

A. J. CRAIG, Ch'n.
A. C. SPICER, Sec'y.

☞ Chicago is destined to be great in every thing. Her citizens seem anxious that her educational development shall keep pace with her unparalleled physical growth. Read what they are doing there for schools:

A beautiful building three stories high, of Athens marble, has just been erected in Chicago for a high school. The building is 38 feet by 88, and stands in an eligible position in the western part of the city, and cost $36,000. The school is to go into operation the present season.

Another school house is also under contract, for the North part of the city, to cost $25,000.

Editor's Department.

THINK OF IT.

THERE are about twenty thousand youth in our state growing up in ignorance and consequent vice. It is from this class that our almshouses, jails and prisons will be filled; it is to guard against the crimes of this class that our police is organized, and the costly machinery of criminal prosecution kept in order.—Reasoning knows no arguments that will reach this class; patriotism knows no appeals that will affect them; liberty with them is synonymous with license, and the public good an abstraction.

It is the opinion of our wisest educators that ninety-nine hundredths of our youth would become moral and intelligent citizens, should they attend school regularly and punctually from the age of six to sixteen years. Poor as our schools are they will do as much as this. Four-fifths of all the juvenile criminals in our country are found to have been truants from school, or else so situated that they have never attended school. It is truancy and irregularity that keep the schools in many parts of our state from making any progress. This is particularly the case in our cities and large villages. These evils are the prolific parent of all the petty vices that are but germs of the upas of crime that is casting its deadly shade in lengthened shadows over the state.

Every government ought to exercise the power of self-protection, should guard against its own subversion. Morality and knowledge are the safe guards of the republic. This is an axiomatic truth, but, like many truths of this character, often lost sight of in our legislation. We enact laws to *punish* crime, not to *prevent* it. We wait until vice has become herculean before we attack it—forgetting that the monster could have been strangled while in the cradle. All the states claim, and many exercise the right of taxing property to sustain systems of public instruction. The general government recognizes an obligation to provide education for every child, in the munificent endowment bestowed upon our public schools. Now, if the property of the state may be made to sustain the schools—the right to *tax* carries with it the right to *educate*. If it is the *duty* of the state to tax for educational purposes, it is also a duty to see that its purposes are not thwarted. The state does not provide schools only for the purpose of *allowing* its children to become intelligent citizens. The schools are established for the purpose of *protection*, and if this purpose be not realized, the objects of the government are defeated. A practical question is—are we educating the youth of the state? Let the register of almost every school, public and private, in our state answer; let the crowds of vagrants that infest our streets answer; let the police reports in our daily papers answer. We appeal to police officers, teachers and editors to say, whether, under existing forms of education, we may hope to see our youth grow up to an honorable manhood.

We would not recommend legislation on this matter yet; the magnitude of the evil is not yet understood; the people need more facts, more observation, more reflection. Law should so far as possible, be an exponent of public feeling; but we hope the day is not far distant when the people of our state will see and *feel* that no child must be allowed to grow up in ignorance and crime, who has a mind to educate. Of what use is matter without mind?—It is the mind of the state that gives it power—railroads, steamboats, telegraphs and cities are only the great words with which mind pictures its thoughts. It is our duty to educate all. We must have asylums for the deaf and dumb, the blind and the insane; we must have hospitals for the sick and infirm—prisons for the criminal—houses of refuge for the desolate. This is well. Christianity and philosophy point to these as their brightest jewels, and their noblest monuments; but a time may come when it shall be thought nobler to prevent crime than to punish it—then the prison will be tenantless; when it shall be thought better so to educate that all shall be rich, then the alms-house shall be without an inmate; when the laws of our nature shall be so well understood that obedience to them shall convert our asylums into schools. We want light. Let the press, the pulpit and the rostrum radiate it, until education shall be considered as necessary a condition of life as the air and the

sun-light. Let not the terrible lessons of the past be lost upon us; let us not refuse to listen to the muttering premonitions of the volcano that may soon burst forth; the future, gilded as it is by the hues that hope casts over it, is dark and threatening. We must educate.

PUBLIC SCHOOLS.

MILWAUKEE PUBLIC SCHOOLS.—The schools commenced the summer term on the 14th inst. We last term visited the 2d Ward School—Mr. F. C. Pomeroy Principal—and were pleased with the *neatness* and *order* of the school.—Mr. P. works hard and does good; and although he labors under difficulties that would discourage some men, he resolutely meets and overcomes them.

The following are the names of the Principals of the different Schools, employed for the ensuing year:

First Ward, — Geo. McWhorter. Second Ward,—H. W. Spaulding. Third Ward,—F. C. Pomeroy. Fourth Ward,—C. H. Martin. Fifth Ward,—John Drew.

KENOSHA PUBLIC SCHOOLS.—The North Ward School closed on the 11th inst. This school has, during the past year, been under the charge of Mr. V. BUTLER. Mr. B. is an earnest teacher and is winning friends among those who know the conditions of a good school. He is doing a good work. The Public School No. 1 will close on the 18th inst. It is under the charge of Mr. J. G. McKindley, who has conducted it with marked ability during the past two years. Kenosha is still among the first in respect to Public Schools.

☞ The Racine Public Schools closed the winter term on the 11th inst. There will be a vacation of three weeks. The teachers and pupils of Kenosha Public Schools, to the number of more than one hundred, visited the Racine Schools during the examination. The visit was a pleasant one.

☞ The Public School at Beaver Dam, Mr. N. G. Harvey Prin., closed on the 11th inst. We hear very favorable reports of this school. Mr. H. is doing a *man's* work in Beaver Dam.

☞ The Teachers of Winnebago County hold an Institute, commencing on the 14th inst. Our friends are *awake* in that part of the State.

GRANT COUNTY ITEMS.

LANCASTER.—The inhabitants of this thriving village have taken the lead in the march of improvement in this county. They have erected a fine brick School House, large enough for the wants of the village for some years, unless, as probably will be the case, settlers are attracted thither by their superior accommodations for Public Schools. They deserve much credit for their prudent foresight and their interest in Common School Instruction, not only in the building erected but also in the *living teacher*, Mr. H. Wood, who has had charge of the school for the past winter.

HAZEL GREEN will be next in the list, with a School House to cost them not less than $4000.

PLATTEVILLE has made one important advance during the year past in uniting her school districts and classifying as far as possible with the present means of accommodation. The well known interest of the Plattevillians in the cause of education will not long allow the present means of accommodation to be a cause of complaint.

The country districts are paying good wages generally to good Teachers. There is less apathy than in former years, but still too much.

P.

PROGRESS IN THE RIGHT DIRECTION.—Since the publication of our first number, a bill, authorizing the State Superintendent of Public Instruction to subscribe for as many copies of the *Journal* as may be necessary to supply each School District in the state with one copy, has passed the Legislature. We mail this number, with the first, to every School District in the State. The number necessary to supply each Town will be sent to the Town Superintendent, and distributed by him. We hope every Town Superintendent will act as an agent to obtain new subscribers. Every teacher ought to subscribe as well as write for and circulate the *Journal*.

☞ We would call the attention of Teachers and School Officers to our advertising sheet. By consulting it they may find what books are published, and thus be better qualified to discharge the important duty of selecting text books suitable for their schools.

NEW SCHOOLS.—From all parts of the State, accounts reach us of the interest manifested in Public Schools. This is as it should be. Every new school organized—every good school sustained, makes us stronger as a State and nobler as a people. The real power of a State does not consist in its mineral or agricultural resources, its fertile plains and healthful streams. It does not consist in the number of its inhabitants. It is the *mind* as well as the muscle that constitutes national wealth and true greatness. If we *educate* the thousands that people our prairies and fell our forests, it shall be well with us, but if we trust to any other power than the power of education, it were better that our forests were undisturbed and our prairies uninhabited. Our Public Schools are our safety —the patriot will labor for them, the philanthropist will cherish them and the christian will love them.

SOMETHING NEW.— The *Connecticut School Journal* gives an account of a meeting of thirty or forty teachers of the Public Schools of New London, Conn., by invitation, at the house of Mayor H. P. HAVEN.

The Teachers and His Honor seem to have enjoyed the interview. Speeches were made and the time spent in such a manner as became such a dignified body as the party must have been. We commend the fact to the consideration of other Mayors in other States. There is no danger in imitating the people of the "Land of Steady Habits."

☞ There are two Union Public Schools in the City of Fond du Lac, each of which is in a flourishing condition and an honor to the place. Three hundred and fifty scholars have been enrolled in one during the term which has just closed, and two hundred and fifty in the other. Each lately closed with an interesting examination.

REPORT OF ROBERT ALLYN, COMMISSIONER OF PUBLIC SCHOOLS, R. I.—We have a *large* report from a *small* State. It is full of sound sense, and will do good wherever it may be read. It is creditable to the writer and honorable to the Commissioner. We shall take the liberty of laying parts of it before our readers from time to time.

☞ A bill for the establishment of four Normal Schools, in accordance with the petition of the Teachers' Association, has been introduced into the Ohio Senate—also a bill to establish a State Reform School.

There are two Normal Schools now in successful operation, established by the teachers of Ohio, and at no distant day there will be two more, affording facilities for the education of twelve hundred teachers.

A more self-sacrificing, far-sighted and enlightened class of men than the teachers of Ohio, never blessed any land. There are names among them that are watch-words throughout the West.

☞ The people of Sheboygan are finishing one of the finest School Edifices in the State.— When completed it will accommodate about six hundred pupils. We look for a good school in Sheboygan. Mr. M. M. FLINT has charge of the school at present, and it is his wish to lay the foundation deep and broad. We would suggest to our Sheboygan friends that they direct all their energies towards the elevation of their Public Schools, for nothing less than the united and hearty co-operation of *all classes* will secure for them that position which they may and ought to take among the educational centres of the State.

☞ W. B. SMITH & Co., of Cincinnati, have donated two hundred dollars to the Indiana State Teachers' Association, towards defraying the expenses of their *Journal*. We might expect just such an act from the men that gave the Cincinnati teachers seven hundred dollars, for the purpose of procuring a Teachers' Library.

☞ A resolution has been offered in the Pennsylvania Legislature, to repeal the law which creates the office of State Superintendent. This office was abolished in New York a few years since, and we are assured by the best educators in that State, that the schools have retrograded since. Let Pennsylvania take the backward step contemplated by the resolution, and the progress she is now making will at once be arrested.

Prof. Emerson, of Western Reserve College Ohio, has resigned in consequence of ill health.

☞ We learn that Prof. Read, of the State University, will commence a course of lectures to teachers, on the third Wednesday of May next. We hear him spoken of as an able lecturer and an accomplished scholar. At the same time, Prof. Carr will commence a course of lectures on Agricultural Chemistry. This is a good movement.

☞ We make the following extract from a letter, from Sheboygan:—

"Enclosed find $8, for Journals for one year. I will hunt up subscribers and send you their names as soon as I get leisure."

With a few *such* friends of education to sustain the *Journal*, we fear nothing.

THE INDIANA SCHOOL JOURNAL,—Published by the Indiana State Teachers' Association.—Resident Editor, GEO. B. STONE, Indianapolis. This Journal has been recently established.—We conclude from a perusal of the first three numbers, that it will do *good*, and receive a liberal support.

☞ Prof. S. B. WOOLWORTH, late Principal of the Normal School at Albany, N. Y., having been elected Secretary of the Board of Regents, has been succeeded by Prof. COCHRANE. Prof. DAVIES has become connected with this Institution also.

☞ The citizens of Oshkosh have lately purchased a beautiful site for a Public High School. It cost some four or five thousand dollars and they intend to erect a building upon it that will cost at least twelve thousand dollars.

EDUCATIONAL CONVENTION.—Delegates from several Presbyterian and Congregational Churches are to meet at Watertown on the 23d inst., for the purpose of adopting measures for the establishment of a Female Seminary.

☞ We notice in many papers of the state articles on the subject of education, and some have an educational column. When the press takes hold of this matter in earnest, the schools will improve. Let every teacher co-operate with the editors in furnishing facts, and in awakening a deeper interest in education.

FOND DU LAC COUNTY TEACHERS' ASSOCIATION.—The ninth Semi-Annual Session of the Fond du Lac Teachers' Association was held at Fond du Lac, commencing March 24th, and continuing for one week. Walter Van Ness, President; Allen Gibson, Secretary.

The Association met three times each day, and spent the time in study, recitation and discussion. Mr. Van Ness conducted an exercise in Grammar—Mr. Hodges in Physical Geography—Mr. A. Pickett in Arithmetic—C. S. Crossman in Singing and Dr. E. L. Griffin in Physiology.

Evening lectures were delivered by Dr. E. L. Griffin, Mr. A. Pickett and Hon. A. C. Barry, State Superintendent. The officers for the ensuing year, are W. Van Ness, of Fond du Lac, *President;* Mr. C. J. Allen, Miss M. S. Merrill, Mr. Henry Van Allen, Miss Mary Bassett, Miss Cordelia W. Allen, Mr. J. H. Burns and Miss L. M. Ward, *Vice Presidents;* Mr. Isaac Johnson, of Waupun, *Recording Secretary;* Miss Love S. Brown, of Fond du Lac, *Assistant Secretary;* Mr. Allen Gibson, of Fond du Lac, *Cor. Sec.*, and George W. Willard, *Treasurer*.

The Committee on Resolutions, Henry Van Allen, *Chairman*, presented the following which after discussion were unanimously adopted:

Resolved, That the educational interests of our State will be promoted by elevating the standard of our Public Schools, and that this can be effected only by the *united* and well directed efforts of Teachers and Patrons.

Resolved, That Parents show that they do not properly appreciate the interests of their children, by placing their mental culture in care of such persons as are not duly qualified to direct and discipline the mind.

Resolved, That we lament the present defective system of teaching too generally adopted in our schools, of educating the intellect only, thus leaving the moral powers a barren waste or an uncultivated wilderness; and also totally neglecting the physical powers, thus preventing a happy and harmonious developement of the whole.

Resolved, That our zeal is unabated; and we feel more than ever to attach a growing importance to our Institutes from the practical utility conferred by them.

Resolved, That we tender a vote of thanks to the Teachers and Lecturers of the Institute, for their careful and beneficial instruction; and to those citizens of Fond du Lac who have extended to us their hospitalities by furnishing us with pleasant and comfortable homes; also, to the citizens of School District No. 1, for the use of their large and commodious School House.

In order to secure those who will faithfully discharge the duties of Teachers, their services should be amply remunerated; and as an inducement to a proper qualification for the vocation of teaching, and to make the same professional material aid is required; therefore be it

Resolved, That the welfare of both Teachers and Patrons, and the advancement of Education, would be greatly subserved by the increase of Teachers' wages.

Whereas, E. Hodges, Esq., the "Teachers' counsel and Scholars' friend," who has long been connected with the Fond du Lac County Teachers' Association, and who has ever been an active and appreciated member of the same, is about to leave this, his field of usefulness, for a more western home, therefore it is unanimously

Resolved, That a vote of our warmest thanks be tendered him for his labors among us, and in behalf of our Association, and our most grateful wishes be proffered him for his future success, happiness and long life.

BOOK TABLE.

National Education in Europe.—By *Henry Barnard, L. L. D,*—This is a *Thesaurus* for school masters. It contains a vast amount of information in regard to the organization, administration, instruction and statistics of schools of all grades in the different countries in Europe. No teacher can be *posted up* in regard to the great philanthropic movement of popular education that is now going on in Europe, without consulting this work. On every page is spread the experience of those who have labored lovingly and long to advance the interests of Public Schools—and who in their counsels and in their labors have left the teachers of the present day a rich heritage; in short, we have here "grouped under one view the varied experience of nearly all civilized countries."

We unhesitatingly advise every friend of education, whether teacher or not, to send immediately for this work. Published by H. Cowperthwaite & Co., Phil.

Berard's United States.—This is a new work, and is well spoken of by good judges.—We have not yet read it. H. Cowperthwaite & Co., Phil.

Thompson's Arithmetical Analysis.—The preface is worth all the book costs. From a cursory examination, we have formed a favorable opinion of this work. Published by S. C. Griggs & Co., Chicago.

PERSONAL.

E. Hodges Esq.—At the last meeting of the Fond du Lac County Teachers' Association, resolutions highly complimentary to this gentleman were passed. We have known Mr. Hodges for the last six years as a *working* friend of education, and it is with regret that we learn that it is his intention to leave our State. Every teacher in the State, acquainted with him, will feel that he has lost a wise counsellor and a warm, true-hearted friend.

The Ladies of the Association, with a nice perception of Mr. H.'s necessities, presented him with a beautiful and well filled "Gentleman's Dressing Box," as a token of their esteem for him as a friend of education, and gave him some good advice appropriate to the occasion. Our friend is a bachelor, and his misfortune was vividly portrayed by one of the young ladies, and illustrated by an allusion to the scissors, "which work nicely double," but "single" they are good for nothing. May the lesson sink deeply into his *heart.*

Mr. J. E. Munger has resigned the office of Principal of the Oshkosh Union School. Sorry to hear it.

Prof. F. B. Downes, formerly connected with the Racine Schools, has resigned his post in Bethel College, Ky., and become Principal of a Seminary in New Castle Ky.

☞ Rev. M. P. Kinney was re-elected City Superintendent of Schools, at the late charter election of the City of Racine. He has served long and well in the same office.

J. C. Dore Esq. has resigned the office of Superintendent of Schools of Chicago. We regret this.

Mr. J. M. Angear, formerly Principal of the Fifth Ward school of this city, has been appointed Principal of the Elkhorn Public School.

Nearly all the teachers in the Milwaukee Public Schools are subscribers of the Journal. This is what may properly be called *co-operation.*

Married, in Racine, Tuesday April 15th, Mr. Porter Haywood, Principal of Public School, Aurora Ill., to Miss S. M. Upham, Teacher in Racine Public Schools.

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME I.—MAY, 1856.—NUMBER III.

THE GIFT OF TEACHING.

BY DENISON OLMSTED, L. L. D.

IT HAS appeared to me that writers on mental philosophy have not duly recognized, as an original faculty of the mind, the *gift of teaching*. All agree that there is such a thing as a genius for music, a genius for poetry, for mathematics, for mechanics; but who has written of a genius for teaching? Yet I think it quite evident that there is a peculiar constitution, mental and moral, which gives to the individual a special aptitude for teaching, as real and well marked as that which confers the genius for music, poetry, mathematics or mechanics.

It is the object of the present article, first, to prove the reality of the gift of teaching; to analyze it, or to determine the elements of which it is composed; and thirdly, to show how it may be cultivated and improved, or even acquired, where it is naturally wanting.

1. REALITY OF THE GIFT OF TEACHING.—I think it plain to common observation that the power of acquiring knowledge is not always accompanied by an equal power of imparting it. Men of very rapid perceptions, who learn with extraordinary facility, are often unable to retrace the steps by which they arrived at their conclusions; or if they can do it, in such a way as to make their steps clear enough to their own minds, they are frequently too hurried or too concise for ordinary minds, and their explanations are obscure. They are apt also to be impatient at the slowness of the young learner, and to frown upon it as dullness. Original and inventive minds grow fastidious at reiterating what is old, and are apt to lose all interest in lessons which they have heard a hundred times before. On the other hand, it is not very unusual to find men who were not distinguished, when at school or at college, for quickness or brilliancy of parts, excelling as teachers. It has even been truly said of some, that they could teach more than they knew.—They had the quality of the grindstone, to make others sharp, though unable to cut. They know how to arouse the genius of the pupil, if they have little of their own. Having a true zeal for knowledge, they have the art of inspiring with it the mind of the ingenuous youth. Conscious of the difficulties that met them on the rugged path which they themselves have climbed, they are patient with the young aspirant, and feel no surprise or disgust at the slowness with which difficult truths find their way into his mind.

But although it must be acknowledged that we find men of superior talents and great learning who make very indifferent teachers, and that we find men of far less brilliant natural talents who excel in the art of teaching, yet this merely indicates that there is something in the gift of teaching, *sui generis*—something distinct from the other human faculties—something which may be wholly wanting in the most eminent scholar, while it is possessed, in a good degree, by a man far less distinguished for splendor of talents. These, however, are extreme cases, and

are adduced only to show the independent nature of the faculty under consideration; and it is by no means to be inferred that talents of the highest order are not required for eminent teachers, much less that as a general fact, men of moderate intellects make the best teachers. We only say that the gift of teaching is so peculiar a faculty, that a man of moderate intellect with it may make a better teacher than one of the most brilliant genius without it.

2. Elements of the Gift of Teaching.—I place in the front rank of all the elements of this peculiar power, benevolence. It implies, indeed, a high appreciation of the value of knowledge; but this alone is not enough. It implies also an earnest desire that the pupil may possess so great a boon. Nor does it end here; it implies still more, a longing desire that the pupil may become a wise and good man. I would almost venture the assertion, that a very selfish man never was a good teacher. Such men grow fastidious under the constant reiteration of the same lesson; but benevolence never tires; it is not dependent for its interests upon what it teaches only, but more upon the luxury of doing good. The narrow and selfish mind is ever intent on the advantages it may gain; the noble and generous soul, on the happiness it may impart. It has been my privilege to be intimately associated with several men of this high order of teachers—men who would hear the same lessons, or teach the same science, fifty successive years, without any apparent diminution of zeal or loss of interest. I have seen an eminent professor of chemistry delivering the fiftieth course of lectures, and repeating, for the fiftieth time, the same experiments, in illustration of his subject, with apparently as high a degree of personal enjoyment as he felt when the subject and experiments were both invested with the charm of novelty. It was only necessary for him to see before him a new company eager for knowledge, and his wonted zeal and delight all returned, as he opened to them his precious stores; and pupils who came back to his lecture-room after an interval of twenty, thirty, or even fifty years, were delighted to see him marching onward with the same unfaltering step.

But the selfish teacher, who is intent on his own fame, or ease, or pleasure, with little concern for the good of his pupils, grows fastidious by the constant recurrence of the same duties, weary of their monotony, impatient of dullness, and often hurries over the lesson that he may return to studies or pursuits more congenial to his taste. This is apt to be the case with men of genius, when they lack that benevolence which we regard as so essential an element of the gift of teaching.—Some time since I happened to be in the company of the son of one of the French experimental philosophers. I had read and admired the investigations of the father in some of the most hidden laws of science, and expressed my admiration of the patience especially, which their steady prosecution for many years required.—"Ah!" replied the son, "he might seem to you, in his own favorite studies, a very patient man, but he seemed far otherwise to me, when a boy under his instruction. He undertook to teach me Algebra. I told him I could see how more into more produces more, but how less into less produces more was what I could not see.—Says he, pointing his finger at me, 'You one jackass!' and throwing down his book in despair, never would hear me recite another lesson, but abandoned me as an incorrigible dunce."

An eminent lawyer of my acquaintance remarkable for his quickness, took a school on leaving college, but soon left in a similar paroxysm. He was hearing a boy recite his lesson in grammar. The pupil was dull and the master grew every moment more and more impatient. They went on a while, with a terrible amount of chafing, when the master hurled the book at the boy, exclaiming, "Eat it—eat it! It's the only way you will ever get it into you;" and here ended his career as a schoolmaster.

The Rewards of Benevolence.—It is a high kind of benevolence which risks the displeasure of the pupil, and perhaps of the parent too, to do him good. But doing good is a safe business; and the instructor of youth, though usually cut off from all hopes of wealth or fame, has no mean reward; for as benevolence lays the foundation of the gift of teaching itself, so the fruit of benevolence supplies the appropriate reward. It is the consciousness of having so many wise and good men;—

it is the heartfelt satisfaction of receiving, wherever he goes, the affectionate greetings of his former pupils. At the late centennial celebration at Yale College, the three oldest officers, who had served out their half century, received the warm salutations of many hundreds of their pupils; and when they looked over the long catalogue of the classes they had trained, they found among them eight governors of states, eleven judges of the higher courts, sixty senators and representatives in congress, seventeen presidents and sixty professors of colleges, and nine hundred ministers of the gospel. To a benevolent mind, what reward could seem more ample than the greetings of so many affectionate pupils, and the consciousness of having been the instruments, under Providence, of giving to their country so many of her brightest ornaments? These, I say, are the appropriate rewards of the teachers of youth, and they will look in vain for any adequate remuneration of their labors if they cannot find them in the pleasures of benevolence. They have less chance for wealth than most men of equal powers who engage in the walks of business, and less chance for fame than those who devote themselves to the discovery of new truths. Indeed, to be the discoverer of some new and apparently insignificant species of plant or mineral, will give the scholar a fairer chance to have his name permanently inscribed on the rolls of fame, than to have trained a thousand youths to virtue and knowledge.—Teachers will ever belong to that smallest tribe of suppliants at the Temple of Fame, who cry—

> Great Idol of mankind! we neither claim
> The praise of merit, nor aspire to fame.
> 'Tis all we beg thee, to conceal from sight
> Those acts of goodness which themselves requite.
> O let us still the secret joy partake,
> To follow Virtue ev'n for Virtue's sake.

AUTHORITY.—Next to benevolence I would name, in the second place, as an element of the gift of teaching, *authority*.

"Let no man despise thy youth," was St. Paul's injunction to Timothy; and nothing is ever learned where the instructor is despised. All good government is founded on fear, but perfect love casteth out fear. A parent or teacher, whose displeasure is feared, has usually but little occasion for displeasure, as obedience is a matter of course. It is almost a matter of course to disobey a governor who is not feared. The best description in the world of a good governor is one which is often quoted as a text of Scripture, though it is not exactly the language of Scripture—that he is a terror to evil-doers, and the praise and encouragement of such as do well. Some teachers, as well as some parents, have a natural authority, which their pupils instinctively recognize and obey. Their habit is that of mildness and kindness, but still every child knows that the lion is there, and may be aroused. Others, both teachers and parents, are naturally destitute of authority, and the child soon discovers it, and hates to obey. The tone and air of authority may be assumed, but the child knows it is a counterfeit, and not the genuine article.

There are two sorts of no-government people: first those who think government consists in reproving and punishing; they may be a terror to evil-doers, but they are not the praise and encouragement of such as do well. I have said that they might be a terror to evil-doers; even that, however, is not always the case, especially where they go no further than fault-finding. Children grow callous under such treatment, like the French regicide, Ravillac, the murderer of Henry IV. When put to the torture, he at first showed great signs of suffering, but after a few blows he lost all feeling and laughed at his tormentors. Secondly, another sort of no-government people are those who scarcely attempt any form of authority, but let children have their own way.—They are, perhaps, a praise and encouragement to such as do well, but not a terror to evil-doers; and the child soon learns to disregard even their commendations.—They set little value upon what is so easily acquired. They learn to regard such praises rather as indicative of fear on the part of the parent or teacher, lest they should become troublesome, than as the expression of pleasure for their good behavior. They feel it to be a mode of flattering them into their duty—a mode always indicative of a very feeble authority. A certain deacon, who was greatly in repute for his piety and virtues, chanced to belong to the no-government tribe, as his two sons, John and Thomas, too plainly

indicated. A brother in the church called to talk with him. He told him that his two sons were like Hophni and Phineas, and that if they were not better governed, the same judgments would fall upon his house as upon the house of Eli.—The deacon freely acknowledged his deficiencies—he knew he had no government, but promised hereafter to restrain his wayward boys. As soon as his faithful brother was gone, he called in his sons and addressed them thus: "Boys, there's got to be government in this house; you must behave yourselves, or you will have to take a flogging." They laughed at the idea, upon which the old gentleman hit Tom a blow that upset him. At that, John began to grow saucy, and he knocked him over. They soon recovered their feet, and looking wild at this sudden outbreak of parental authority, says Tom, "What in the world has got into father?" How long family government, established on such a basis, lasted, may be easily imagined.

I have been much pleased with a saying of Dr. Scott, the commentator, who, when asked how he governed his children so as to secure from them, as they grew up, so great an amount of reverence and love combined, replied, that he "never corrected them for being children, but for being naughty children." All judicious parents and teachers will thus observe a marked distinction between what is merely childish and what is wicked. The one should be treated with great kindness and forbearance, the other with suitable severity. It may indeed be supposed that a man may have good powers for imparting knowledge, and thus seem to have the gift of teaching, without the authority here assigned as one of its essential elements; but the success of the teacher will depend not merely upon what he communicates, but also upon the personal respect felt for him; and this can not be great except where he is a man of native authority and dignity. The dignity, however, which constitutes a part of a teacher's authority, and thus becomes an element of the gift of teaching, must be native and wholly unaffected, not an assumed distance or formality. And in this respect I can not but think that the present generation are wiser than their fathers were, both in the colleges and the common schools. In olden time, in Yale College, the dignity of the officers was measured off by the yard, and its precise relative amount, for the respective grades, was laid down in the printed laws. One was, that no freshman should wear his hat within ten rods of the president, eight rods of a professor, and six rods of a tutor. In the schools, also, a very stiff and formal kind of dignity was supported by the master and mistress, not easily described, but constituting a distinct species called 'pedagogical dignity.' At length the discovery has been made, both in the colleges and the schools, that true dignity is but another name for propriety. Of this kind of dignity General Washington set a noble example to our infant nation. But even the manners of Washington were somewhat too formal for the instructor of children and youth, although no model could be finer to regulate the intercourse of gentlemen in society. The only formality suited to the intercourse of instructor and pupil is that which is becoming to the relation of older friends and younger friends—kindness and delicacy on the one side, aud confidence and affection on the other; nothing distant or repulsive on the part of the teacher, and nothing like impertinent familiarity on the part of the scholar.

Delicacy.—I have mentioned delicacy in the treatment of pupils as a necessary element of a teacher's authority. This quality might be supposed less necessary toward chi'dren than toward pupils of a later age; but I am of opinion that in no particular do both parents and teachers more frequently err than in the want of true politeness in the treatment of children. We are apt to forget that the feelings of a child are naturally tender and susceptible of acute suffering under the sense of wrong or injustice, but that when subjected to such treatment they become soon hardened and insensible, and lose that moral delicacy which it is of the utmost importance to maintain and cultivate. "Don't you steal, John," said an anxious but injudicious mother, as her boy was inspecting some articles brought to the house for sale. "I guess you tell a wrong story," said another fond parent, solicitous that her boy should tell the exact truth. Under such a course of treatment one became a thief and the other a liar.—The forms of politeness in our intercourse

with children and youth, may be different from those appropriate to older people, but the spirit should be the same. If we would have them grow up with a delicate sense of propriety, we must always set them the example. Their defenseless condition affords no apology for trifling with their native sensibilities.

A JUST APPRECIATION OF CHARACTER.—A third element of the gift of teaching, which I place next to benevolence and authority, is *a just appreciation of the character of the pupil*, in respect to natural capacity and disposition. Children are exceedingly unlike, both in mental and moral constitution, and no small part of the success of the parent or teacher will depend upon a clear perception of what is peculiar in the character of each child, and on adapting to each corresponding courses of treatment. Is the boy slow of apprehension? This does not necessarily imply a mind of inferior order. It may at length, by proper culture, make the man of sound judgment; but such a mind requires deliberate and patient training, and slow and perhaps repeated explanation. Is he quick and rapid in his perceptions?—Then mere hints may serve him better than labored and prolix explanations. Is he original and inventive? Then special care must be taken to prevent his running from one thing to another, and completing nothing. Many a fine mind has been ruined where such a tendency has been suffered to run wild for want of a due restraint and proper direction. So in regard to the moral tendencies; the sullen require kindness and encouragement; the passionate, that soft answer which turneth away wrath; the impetuous, wholesome restraint; the modest and bashful, gentle urging.

It is no small part of the philosophy of teaching to determine the peculiar motives by which the pupil is governed, and may be controlled, as by so many leading strings. "O, I am so tired I can't walk," said a little boy who trotted along by the side of his parents. "Poor fellow!" said his father, "get on to pa's horse and ride," holding out his cane, which the boy instantly mounted and galloped off with the greatest alacrity. This dexterous supplying of new motives indicated, on the part of the father, no small attainments in the philosophy of education. Were mothers well instructed in mental philosophy, we might oftener see its happy effect in directing by proper incentives the impulses of young children. In fact, we sometimes see something akin to mental philosophy in the skillful management of the lower animals, as in the keepers of wild beasts, or even of cattle or horses. A gentleman had a valuable family horse, kind and gentle at all times, except at the beating of the drum, when he became quite unmanageable. To break him of this trick, he employed an accomplished horseman, duly equipped with whip and spurs to mount him, while another hand was employed to beat the drum. The horse became furious, and worse and worse at every trial, until the owner gave him up in despair and sold him for half price. The purchaser was a better philosopher. He procured a drum, turned it on end, and covered it with oats. He then led the horse gently toward it. The animal snuffed, jumped and whirled about, but he had evidently smelled the oats, and this was all the owner designed for the first day, and he was taken back to the stable. Next morning he was led again toward the drum. He approached a little nearer, so as to get a clear sight of the oats, and nibbled a little of them, but still trembled with fear, though less frantic than before. That was enough for the second trial. To cut the story short the horse in a few days learned to eat his favorite meal from the drum. In fact, the drum itself became a favorite with him, and whenever he heard it he would run toward it.

The skillful gardener has a cure for almost every sickly or barren plant. He gives it a more perfect tillage; he supplies its appropriate aliment to the roots; he waters its drooping leaves, or if too luxuriant to bear perfect fruit, he prunes off the redundant shoots that are absorbing its vital energies, and lo! you see the pining flower expand its richest blossoms, and the barren vine loaded with the fairest clusters.

At a meeting of the American Lyceum in the city of New York, many years ago, the question was asked, whether, in the opinion of that meeting, children of the same family were naturally more or less alike by nature, than they appear to be in after life, when they become men and wo-

men? Different opinions were expressed by the members; but, in my view the most judicious opinion was, that, both in capacity and disposition, the children of the same family are exceedingly unlike by nature; that parental example and mutual affection make them approximate toward each other as they grow up; and that a judicious education may, by the grace of God, bring them all finally to the same high standard of excellence. The greatest prospect which either parents or teachers have of accomplishing so desirable a result, begins with a clear understanding of the peculiar powers and propensities of each child. One requires the spur and another the rein. Is the child selfish and stingy? teach him the pleasures of benevolence, by leading him, unconsciously to himself, to perform acts of disinterestedness and generosity. If there were in the same family two boys, of whom one was excessively selfish and the other lavishly generous, we should probably see in the one the type of the sordid and penurious man, and in the other of the noble and generous citizen. But when they grew to manhood, we might find the first giving largely from principle what careful and economical habits of life had enabled him to save, and we might find the other either poor, with nothing to give, or scattering his gifts profusely and indiscriminately. Parents are apt to be pleased with even an excess of generosity in the young child, and it appears, indeed, to be an amiable trait of character; but it sometimes turns out badly. The same indifference which the child manifested to what was his own, makes him equally insensible to what belongs to others; and along with a profuse generosity grows up a want of consciousness of the sacredness of property, and a corresponding want of strict integrity.—I knew a physician who would sometimes make the most exorbitant charges, especially if his patient happened to be rich, not because he was eager for money, but because, in fact, he attached no value to it, and felt it to be of little consequence whether it was in his patient's pocket or his own. In the degree of native sensibility, too, children differ exceedingly;—one is the sensitive plant, that shrinks at the least touch; another is as impenetrable as iron. Yet a proper education may arm the former for the strife, and mould the other into all that is soft and amiable. My firm conviction, as the fruit of much opportunity to observe their progress from childhood to full maturity is, that men are, in fact, far less what they were by nature than what they are by education and by grace.

Dr. Dwight as a Teacher.—Of the many instructors of youth with whom it has been my happiness to be intimately acquainted, several have presented high models of the gift of teaching; but in running along the illustrious line, my eye fastens upon President Dwight, as the one who exhibited this gift in its highest degree of perfection. He combined in one all those elements which have been enumerated as composing that extraordinary gift: the benevolence which earnestly longs for the good of the pupils and never tires—the kindness which wins affection—the authority which secures obedience—the dignity which insures respect—the accuracy which inspires confidence—the zeal which awakens enthusiasm—and the learning which compels admiration. The contemplation of President Dwight, as a model instructor of youth, proves that no splendor of genius or intellect, and no elevation of moral attributes, are unappropriate to the accomplished teacher. Since it is an acknowledged fact, as already mentioned that men of brilliant powers of mind and great learning are sometimes deficient in the gift of teaching, while the same faculty is possessed in a good degree by others of less distinguished talents, some have hastily concluded that great talents, and especially brilliant genius, are of no use, and quite out of place in the character of the teacher. But in the case of President Dwight, every one of his great powers, both moral and intellectual, was in daily exercise, and each contributed its share; a powerful intellect in developing and expounding truth—genius and taste in clothing it with interest and beauty—the eloquent tongue to persuade—the flashing eye to enkindle—the ardent zeal to awaken enthusiasm—the spirit of love to win affection—the faith of the Christian taking hold on eternity—stores of learning so ample and available, to elucidate every point in discussion, that each subject that successively came up seemed to have been that upon which the attention of the teacher had been specially employed; and,

indeed—so constantly had the purpose of filling to the utmosthis profession of teacher, been the grand object of his life—every important fact he met with in his daily reading, and every new truth at which he arrived in his hours of meditation, was carefully stored away for the benefit of his pupils. It was, moreover, so methodically arranged, and so intimately in his memory with the lesson when it was to be called out in proof or elucidation of some truth, that it never failed to present itself when the occasion required its application. Forty years and more have now elapsed since I sat at the feet of this great teacher; yet hardly a single day passes but brings to my recollection some useful saying of his, so fully did his rich and varied instructions reach forward to all the exigencies of the future lives of his pupils.

I imagine that the late Dr. Arnold, the renowned Master of the Rugby School in England, afforded a similar proof that the profoundest and most varied powers of mind, and the richest stores of intellectual wealth, are all appropriate to the accomplished teacher, and are all available in the exalted art of training and storing the opening mind of man for the highest intellectual efforts, and for molding the heart to the noblest deeds of virtue; for such is the lofty idea that properly attaches to the exalted profession of teacher.

3. The Gift of Teaching Acquired.—It remains to inquire, in the third place, how far the gift of teaching may be cultivated and improved, where it exists as a natural faculty, or how far the same power may be acquired, where it was not given by nature herself. So far is the gift of teaching, considered as a natural faculty, from being sufficient without due cultivation and improvement, that without these it is nothing, like genius to the sluggard, or wealth to the miser; and so far may skill in teaching be acquired by those who are not thus gifted by nature, that no one need despair of becoming, by his own voluntary efforts, if rightly directed, a useful and even an eminent teacher. Is it not so in other arts and sciences? In music, or poetry, or sculpture, or painting—in mathematics, or mechanics, or astronomy, did any one ever become great by the mere possession of genius for that particular art or science? With the proper cultivation such an aptitude would enable its possessor to reach a higher mark; but without the most assiduous and long-continued effort to develop and perfect the gift of nature, he may see himself greatly surpassed by a rival who had not one spark of original genius. And if we look at the elements of the gift of teaching—benevolence, authority, the power of forming instinctively, a just appreciation of the character and genius of the pupil—we see that the life of each consists in action.—What is benevolence, as an abstraction? Is it anything separate from the actual exercise of the spirit of love? What is authority, except when used to command? And of what use is such a power of discriminating the genius of the pupil, except when exalted by careful observation? We can not indeed promise, that by any art the purely selfish can ever make good teachers. We would certainly recommend them to follow some other calling, than that of training the minds and forming the hearts of childhood; but grant us benevolence, and on it we may, by assiduous culture and due experience, become adepts in the art of teaching.

But, now, if we would portray the model teacher, whether gifted by nature, or triumphing by voluntary efforts over all the antipathies of nature, we must dip our pencil in the purest colors and make the dimensions of the canvas exceedingly ample. It is required of the instructors of children and youth, that they themselves be examples, as far as lies in their power, of all the excellence which they desire or expect from their pupils. If, brother and sister teachers, we would make accurate scholars, we must ourselves be accurate scholars. Nothing but entire and uniform accuracy on the part of the preceptor, either can or ought to command the confidence of the learner, who justly looks to his teacher for a standard of truth. If we would witness, in the young aspirant, delight in the acquisition of knowledge, we must evince by all our conduct the high appreciation in which we hold so great a treasure. If we expect him to ply the oar with all his might and main, we must set the example of the highest industry and be most frugal of time. If we would aid him to gain the mastery over stormy passions, or groveling apetites, we must make it plain that we have gained

the same victory over ourselves. If we would have him acquire refinement of manners, and true politeness, we must regulate our intercourse with all persons, from the child to the man of gray hairs, by the principles of the true Christian gentleman. If we expect that he will heed our advice, to seek above all to become a Christian, we must exhibit in our lives and conversation the beauty of holiness.

THE DREAM LAND.

BY MINNIE GRAVES.

THEY may talk as they list, but the Dream
Is the loveliest land of all, [Land
For the beautiful flowers,
Of its perfumed bowers,
On the senses never pall!

Oh! the radient lights of the Dream Land!
How they dance and flicker and flow,
Till their glorious gleams,
And their rainbow beams
Make bright the world below!

Oh! the sweet voice of the Dream Land!
How their echoes float along!
Thrilling the ear
With music clear
Of some old remembered song!

Oh! the sunny smiles of the Dream Land!
With the loving words and tones,
Float softly o'er
To that golden shore,
Where the heart's pure gems lie strewn.

Thank GOD for the blessed Dream Land!
Where the loved ones come and go,
Like angels bright
In the holy night
To the slumbering here below.

INNOCENCE AND ENVY.

FROM THE GERMAN.

On a clover blow,
At the twilight darkling,
Sat a fire-fly low,
Innocently sparkling;
Him a toadling base,
Fix'd his deadly eyes on,
And upon his rays
Pour'd his clammy poison.*
"Toad! what have I done?
What designest thou?"
Said the envious one,
"Wherefore shinest thou?"

* It was an old superstition that the toad could spit forth a deadly poison.

TEACHERS.

IMPROVEMENT OF TEACHERS.—If our schools are to be kept in a good condition and to progress from year to year, they must have good teachers. And these teachers must every year become more and more skillful, as well as more learned. There can be no such thing as standing still, on the part of our schools. If they do not partake, with all branches of business and science around them, of the common impulse and law, and move on, at a pace commensurate with the progress of all else that is good, they must, very soon, fall behind the wants and demands of the community, and be discarded.—But in spite of the increasing attention paid to schools by the legislation of a State; in spite of the increased interest felt by parents and guardians, in the welfare of the schools at which the children of our population attend; in spite of all the labor and study, expended in writing, printing and speaking on this popular topic—education; if the teacher cannot be made to feel the need of constant progression on his part, and of higher and nobler attainments each year in his profession, the schools cannot long maintain their hold on the affections of the people. "As is the teacher, so will be the school," is a maxim as true now as when Pestolozzi first said it.

To keep the teachers, therefore, on the road of progressive improvement, in their own personal character and habits, they must, like any other profession, be able to have frequent meetings, for discussing among themselves the great principles that lie at the foundation of success in their work. They must often, or at least sometimes, be brought in contact with the leading minds engaged in the same holy calling, and drink in their spirit. They must, in some way or other, be enabled to see new methods tried, and to hear new theories, if such there be, propounded and examined. They must not always read, and study, and experiment in solitude;—but must come into personal contact with others, and learn how they have studied, what they have read, and how their experiments have succeeded or failed. All these things are absolutely necessary to keep a teacher's heart and soul alive, and interested in the work to which he is de-

voting his energies, and to which he ought to contribute something of improvement.

MEETINGS OF TEACHERS. — In order to do this, teachers must have opportunities of frequent and elevating intercourse with each other. And paid, as they are, so insufficient wages, and laboring so entirely, as they do, for the advantage of the State, it is but just and proper that the State should meet a large share of the expense of their gatherings. This has been the spirit which has governed this Legislature in making the annual appropriation for the Teachers' Institutes, and no one questions, but that even a larger sum, expended for this same purpose, would be still more profitable.

It seems highly proper to suggest that the State by its Legislature, or the several town committees ought, in some way, to grant privileges to those teachers, who give up their time for a week, and cheerfully pay their expenses to and from these gatherings, in order that they may become more useful in the school-rooms where they shall hereafter labor. This consideration might be given in time, as is proposed in the State of New York, where a week spent at an Institute, and certified to by a County Inspector, shall entitle the teacher to draw the wages of an extra week, from the treasury of the district where he shall be employed; or it might be in the form of a higher certificate, which would carry with it assurances of greater zeal and enthusiasm, if not of greater literary and moral qualifications.

QUALIFICATIONS OF TEACHERS.—A tho't closely connected with this, has reference to the qualifications of teachers. Much annoyance is caused to school committees by a lack of proper moral and literary qualifications. The half-educated, and often thoughtless, young man, or woman, offers himself as a candidate for the responsible post of teacher, with little reflection, and less preparation, for his multiplied duties. He has been over the round of school studies, and has found himself more fluent than his companions; and hence concludes that he is fitted to instruct those younger and less experienced than himself. He presents himself before a trustee and proposes to teach a school for a small compensation, and is hired. The school committee examine him, and find him more self-possessed and fluent than is usual with young candidates, and he receives the coveted certificate, which makes him a schoolmaster.—He now enters upon his school without any specific preparation for the daily routine of the school-room, and is but a poor substitute for a master or teacher. Learning and communicating knowledge are almost as much opposites as the two poles of a galvanic battery; and something more is needed than a thorough and accurate acquaintance with scientific truth, in order to enable a man to instruct, to govern, and to elevate in virtue the youth committed to his charge. Truth must be mastered. But, in addition, the teacher should know much of his own nature, and of the nature of the human mind; and especially should he know how to apply motives to stimulate inquiry, and how to arrange methods for gaining and for retaining what this inquiry may bring home. Thus the teacher needs much study and practice in the methods of communicating truth, in disciplining minds, and in governing and controlling the actions of those for whose conduct he is in some good sense now made responsible. To acquire all this, demands time and opportunity. He ought to have been in some seminary especially designed to train him for his vocation.

The Teachers' Institute is designed, in some good degree, to supply the want of such opportunities; and it has done a vast amount of good. Circulating from place to place annually, it has—while instructing and inspiriting teachers, and inciting them to know, to prize and sympathize with each other, and to love and honor their own profession—accomplished for the people of each place, a vast amount of good, by stimulating them to renewed zeal in the cause of education, and by urging them to greater exertions in maintaining all the accessories of a good school.—*Robt. Allyn, Com. Schools, R. I.*

INGRATITUDE.

INGRATITUDE is the arid desert in the region of the human heart, warmed by the sun and watered by the rains, yet continuing as bare and unproductive as before. It exhibits the sluggard's garden

in our soul, bearing disgraceful testimony both against its owner and itself. It is like the barren fig tree in our profession, which after years of watching and of cultivating, brings forth no fruit. The dark mine yields ore, and the hard rock gives gold; from the worthless shell we gain a pearl, and from a poor worm we are supplied with silk; but from ingratitude we get no return. It is darker than the mine, and harder than the rock; it is more worthless than the shell, more mean and ungenerous than the worm. Some sins have a specious appearance in the eyes of the world, whereby men's minds are oft beguiled to call them virtues; but ingratitude possesses not a single redeeming quality. It has no specious appearance, no fair colour, no bright side whatsoever. It is unmixed evil—essential ever—"only evil and that continually." Historians have not recorded it in any single instance with approbation. Moralists have made no exceptional case in its favor to admit it among the virtues. Poets have not been heard to sing its praises in any nation or language under heaven. Philosophers may have pandered to almost every vice, but none have pandered to ingratitude. Merchants have made gains of innumerable sins, but no man has turned ingratitude to account. It is an unstamped coin of the kingdom of darkness. None acknowledge it in earth or hell. It is a vice so base, that even the vilest of men will burn with indignation when denominated ingrates. Ingratitude is robbery, for it deprives the benefactor of the acknowledgment that is his due. Ingratitude is rebellion, for the King of heaven has commanded us in every thing to give thanks. Ingratitude is cruel, how many a heart has it not broken? Ingratitude is a monster which, whenever it appears, obtains universal execration, standing unrivaled in its own peculiar turpitude, alike unexcused and unexcusable.

How revolting, therefore, how "exceeding sinful" is ingratitude towards God. It deepens the guilt of all our other sins against him, and imparts to each of them its own hateful character.

Be kind to Children.—People seem to forget the keen anguish which an unjust word brings to a child. It rankles deep, and in after years leaves a bitter fruit which has poisoned the happiness of many homes. Dear friends, be kind to children.

[For the Journal of Education.

COURSE OF INSTRUCTION FOR OUR SCHOOLS.

NUMBER THREE.

An ancient manuscript, in speaking of Mary Beatrice of Modena, who afterwards became wife of James II, says: "For her acquirements she read and wrote Latin and French, possessed some taste in painting and was a proficient in music; but of those *royal sciences* Geography and History, which ought to form the most important part of the education of princes, she knew so little, that when her mother announced to her that she was sought in marriage by the Duke of York, she asked with great simplicity 'who the Duke of York was.' Her mother told her that he was the brother of the King of England and heir presumptive to the realm. But the princess was not a whit the wiser. She had been so innocently bred," observes James in his journal, "that she did not know of such a place as England, nor of such a person as the Duke of York." This innocent education seems most barbarous for a princess to say the least. In our land all are princes and princesses. These "royal sciences" are important to all. To become a good *citizen*, a *sovereign* citizen and to be able to exercise the rights of sovereignty wisely, one must possess a good knowledge of History and Geography. A knowledge of the physical features and resources of the globe, an acquaintance with the position of different commercial marts, their ease of access and the sources of their prosperity, a general idea of the form and structure of the earth, its motions and their effect upon the climate—a practical knowledge of the position, shape and

size of the different political divisions of the globe, their relations to each other, physical social and political are absolutely essential to the American freeman. And here let me protest against so much time being wasted upon dry, unimportant details in these studies. These may be more successfully learned in after years. It should be the aim of the common school to implant firmly in the mind general principles, the beams, posts and girders of the structure. The smaller timbers and finishing touches may be supplied afterwards. The most important part of the time devoted to these branches in our public schools, should be spent in teaching how to study them aright. Their study must be a *life work*. The longer the time spent in school, the farther may the pupil progress, but at farthest he can become acquainted with only the first rudiments of these branches, and it is useless to attempt any finishing of education here. History is of daily growth and its increase will equal the advance of the best mind.

He who neglects his health is guilty of a threefold crime, for upon the health of the body depends that of the intellect and heart. There is such an intimate connection between the physical, mental and moral powers, and the physical are so essentially at the foundation, that a knowledge of the laws of health is highly important. Some elementary work in Physiology should be introduced as soon as the ideas contained in it can be understood and appreciated. This branch of study in our common schools is sadly neglected; and its neglect is one that will be *felt* in after generations. We cannot expect to make *thorough physicians* of the little ones in our schools, but we can give them such an idea of their little bodies and the laws governing their healthful action, that medical schools would be less plenty, or more sparingly attended. In this department, instruction from Text Books need not extend beyond a few months. The precepts of the living teacher will be needed constantly, whenever any habits prejudicial to health are observed, or wherever favorable opportunities present themselves for impressing upon the mind some useful hints.

Here the course of study for the large mass of our public schools must end.—We would willingly extend it to meet the requirements of our higher schools, but this may be deferred, until such time as these schools are not so rare exceptions to the general rule. Our object is to treat of schools as they are, and not as we would like to have them. We look for their improvement in a fuller appreciation of the Public School. J. L. P.

Platteville, Wis.

[For the Journal of Education.

PRECOCITY OF INTELLECT.

Some children seem by nature endowed with unusual mental activity. In the *years* of *infancy* they seem *mentally mature*. The body small and undeveloped, is freighted with a giant mind. For a few years they dazzle the eyes of the world, then, in a vast majority of cases, *go out* and are gazed at no more. *Early maturity* is generally accompanied by *early decay*. Is it absolutely necessary that the most gifted should die in early youth? By no means. This precocity is of two distinct classes. The first arises from an unhealthy or diseased brain.—That disease sometimes produces rapid growth and development, is a well established fact in the physical world. Nor is it less true in the mental. The senses become exceedingly acute, sometimes painfully so under the influence of certain diseases. The memory, the fancy, the

reason, the judgment are doubtless susceptible to like impressions. In the second class are found those who are endowed with unusually active mental powers, which *rightly checked* may bless the world but, encouraged and flattered break by their own weight. Is it strange that so few, who exhibit in early years *wonderful ripeness* of intellect, ever realize in later life the expectations they have raised?—The strangeness of the thing vanishes as we look into our families and our schools. Who are the praised, the petted, the stimulated? Those who need an entirely different discipline. 'A *mysterious Providence*' often visits those who charge upon their Creator the result of their own indiscretion, not to use any harsher term.

Natural as it is, and gratifying as it may be to the pride of a parent or teacher, to push forward the *smart* and *promising* youth, I can look upon it in no other light than that of a positive wrong, and a wrong not often enough proclaimed against. A healthy and vigorous mind cannot long retain its standing in a diseased, dwarfed or overtasked body. One or the other must yield. The body must be entirely prostrated and die or the mind at first unusually active become all the more sluggish on account of its early acuteness. If we would have a giant mind we must have proportional strength of body. To use a common illustration, an engine of immense power will do very well in one of our ocean steamers, but would be of little service in one of our smaller river craft, unless to ensure its own destruction with the hull containing it.

If disease be the cause of precocity, it is without doubt absolutely sinful to foster it. The mind needs depletion at some times as well as the body and the *skillful physician* is he who knows when to *reduce* as well as when to *administer stimulants*. Nor is it less sinful to goad on the powers already doing more than their part, even if they be perfectly healthy in their action.

The fact cannot be disguised that *intellectual* murder is very prevalent in our land. Would teachers and parents cease to strive to obtain notoriety and worldly praise by the exhibition of the unusual mental strength of their more favored pupils and children, the world will have less occasion to mourn the early fall of those whom God designed to be a blessing to mankind. P.

Platteville, Wis.

[From the N. Y. Tribune.

IN THE MEADOWS.

I LIE in the summer meadows,
  In the meadows all alone,
With the infinite sky above me,
  And the sun on his mid-day throne.

The smell of the flowering grasses
  Is sweeter than any rose,
And a million happy insects
  Sing in the warm repose.

The mother lark that is brooding,
  Feels the sunshine on her wings,
And the deeps of the noon-day glitter
  With swarms of fairy things.

From the billowy green beneath me
  To the fathomless blue above,
The creatures of God are happy
  In the warmth of their summer love.

The infinite bliss of Nature
  I feel in every vein;
The light and life of Summer
  Blossom in heart and brain.

But darker than any shadow
  By thunder-clouds unfurled,
The awful truth arises,
  That Death is in the world!

And the sky may beam as ever,
  And never a cloud be curled,
And the airs be living odors,
  But Death is in the world.

Out of the deeps of sunshine
  The invisible bolt is hurled;
There's Life in the summer meadows,
  But Death is in the world!

BAYARD TAYLOR.

Superintendent's Department.

APPORTIONMENT OF SCHOOL FUND INCOME—1856.

Adams County.	No. Children.	Apportionment.
Big Spring,	152	$106 40
Grand Marsh,	99	69 30
Jackson,	89	62 30
Lemonweir,	226	158 20
Lindina	334	233 80
Lisbon,	141	98 70
Lyndon,	108	75 60
Plymouth,	137	95 90
Quincy,	139	97 30
Springville,	130	91 00
Wancedah,	144	100 80
Necedah,	191	133 70
Chester,	87	60 90
	1977	$1383 90
Bad Ax County.—		
Bad Ax,	465	325 50
Bergen,	176	123 20
Hillsborough,	99	69 30
Jefferson,	224	156 80
Kickapoo,	149	104 30
Virogua,	517	361 90
	1630	1141 00
Brown County.—		
Depere,	237	165 90
Green Bay,	560	392 00
Green Bay City,	692	484 40
Holland,	82	57 40
Howard,	294	205 80
Lawrence,	148	103 60
Morrison,		
New Denmark,	44	30 80
Wrightson,	41	28 70
	2098	1468 60
Buffalo County.—		
Belvidere		
Buffalo,	250	175 00
Calumet County.—		
Charlestown,	198	137 60
Lima,	92	64 40
Manchester,	264	184 80
New Holstein,	251	175 70
Portland	239	167 30
Stockbridge,	326	228 20
Woodville,	11	7 60
	1381	966 70

Chippeway County.	No. Child'n.	App'nt.
Chippeway,	177	$123 90
		$123 90
Clarke County.—		
Crawford County.—		
Eastman,	257	179 90
Highland,	246	172 20
Marietta,	188	131 60
Prairie du Chien,	556	389 20
Utica,	57	39 90
	1304	912 80
Columbia County.—		
Arlington	127	88 90
Caledonia,	255	178 50
Columbus,	538	376 60
Courtland,	317	221 90
Dekorra,	343	240 10
Fort Winnebago,	288	201 60
Fountain Prairie,	359	251 30
Hampden,	216	151 20
Leeds,	227	251 90
Lewiston,	317	221 90
Lodi,	336	235 20
Lowville,	253	177 10
Marcellon,	316	221 20
Newport,	165	115 50
Otsego,	274	191 80
Pacific,	91	63 70
Portage City,	676	473 20
Randolph,	363	254 10
Scott,	276	193 20
Springvale,	270	189 00
West Point,	160	112 00
Wyocena,	384	268 80
	6541	4578 70
Dane County.—		
Albion,	343	240 10
Burke,	250	175 00
Blue Mounds,	417	291 90
Blooming Grove,	148	103 60
Berry	162	113 40
Black Earth,	231	161 70
Bristol,	344	233 80
Cross Plains,	118	82 60
Cottage Grove,	423	296 10
Christiana,	531	371 70
Dane,	282	197 40
Dunn,	212	148 40
Deerfield,	294	215 80
Dunkirk,	481	336 70
Fitchburg,	323	226 10
Montrose,	346	242 20

Middleton,	386	$270 20
Medina,	346	242 20
Madison,	1983	1388 10
Oregon,	400	280 10
Primrose,	202	151 40
Perry,	152	106 40
Pleasant Spring,	455	318 50
Rutland,	526	438 20
Roxbury,	364	254 80
Sun Prairie,	358	250 60
Springdale,	256	179 20
Verona,	302	211 40
Vienna,	113	79 10
Windsor,	256	179 20
Westport,	174	121 80
York,	339	237 30
Springfield,	268	187 60
	11875	8232 50
Dodge County.—		
Ashippun,	525	367 50
Beaver Dam,	946	662 20
Burnett,	397	277 90
Calamus,	309	216 30
Chester,	636	445 20
Clyman,	479	335 30
Elba,	511	357 70
Emmett,	510	357 00
Fox Lake,	640	448 00
Herman,	540	378 00
Hubbard,	638	446 60
Hustisford,	381	266 70
Lebanon,	509	356 30
Leroy,	264	184 80
Lomira,	382	267 40
Lowell,	470	329 00
Oak Grove,	655	458 50
Portland,	331	231 70
Rubicon,	549	384 30
Shields,	439	307 30
Theresa,	514	359 80
Trenton,	585	409 50
Westford,	117	81 90
Williamstown,	496	347 20
Watertown, (5th and 6th wards)	299	209 30
	12,122	8485 40
Dunn County.		
Door County.		
Fond du Lac County.—		
Alto,	346	242 20
Ashford,	453	317 10
Auburn	221	154 70
Byron;	373	261 10
Calumet,	604	422 80
Ceresco,	527	$368 90
Eden,	298	208 60
Eldorado,	296	207 20
Empire,	275	192 50
Fond du Lac,	342	239 40
Fond du Lac City,	1338	936 60
Forrest,	471	329 70
Friendship,	198	138 60
Lamartine,	393	275 10
Metomen,	463	324 10
Oakfield,	389	272 30
Osceola,	211	147 70
Rosendale,	327	228 90
Springvale,	412	288 40
Taycheedah	537	375 90
Waupun,	596	417 20
	9070	$6349 00
Grant County.—		
Beetown,	487	340 90
Cassville,	352	246 40
Clifton,	305	213 50
Ellenboro,	288	201 60
Fennimore,	331	231 70
Harrison,	399	279 30
Hazel Green,	799	559 30
Jamestown,	400	280 00
Lancaster,	565	395 50
Liberty,	146	102 20
Lima,	315	220 50
Marion,	289	202 30
Millville,	474	331 80
Muscoda,	364	254 80
Paris,	208	145 60
Patch Grove,	329	230 30
Platteville,	1023	716 10
Potosi,	914	639 80
Smeltzer,	387	270 90
Waterloo,	152	106 40
Wingville,	272	190 40
Wyalusing,	124	86 80
	8923	6246 10
Iowa County.—		
Arena,	300	210 00
Clyde,	174	121 80
Dodgeville,	1140	798 00
Highland,	594	415 80
Linden,	558	390 60
Miflin,	331	231 70
Mineral Point,	1052	736 40
Pulaski,	187	130 90
Ridgeway,	187	130 90
Waldwick,	237	165 90
Wyoming,	227	158 90
	5228	3659 60

Jackson County.—		
Albion	190	$133 00
	190	$133 00
Jefferson County.—		
Aztalan,	268	184 10
Concord,	461	322 70
Cold Spring,	494	205 80
Farmington,	479	335 30
Hebron,	319	223 30
Ixonia,	642	449 40
Jefferson,	737	515 90
Koshkonong,	671	469 70
Lake Mills,	438	306 60
Milford,	410	287 00
Oakland,	402	281 40
Palmyra,	548	383 60
Sullivan,	573	401 10
Waterloo,	494	345 80
Watertown,	768	537 60
Watertown City,	1197	837 90
	8696	6087 20
Kenosha County.		
Brighton,	431	301 70
Bristol,	483	338 10
Kenosha City,	1437	1005 90
Paris,	442	309 40
Pleasant Prairie,	543	380 10
Salem,	514	359 80
Somers,	394	275 80
Wheatland,	503	352 10
	4747	3322 90
Keewaunee County.		
La Crosse County.		
La Crosse,	429	300 30
Onalaska,	158	110 60
Burns,	128	89 60
Berry,	221	154 70
Farmington,	217	151 90
Neshonac,	73	51 10
	1226	858 20
Lafayette County.		
Argyle,	253	177 10
Benton,	808	565 60
Belmont,		
Centre,	306	214 20
Elk Grove,	355	248 50
Fayette,	393	275 10
Gratiot,	325	227 50
Kendall,	314	219 80
Monticello,	108	75 60
New Diggings,	716	501 20
Shullsburgh,	751	525 70
White Oak Springs,	262	$183 40
Willon Springs,	304	212 80
Wiota,	550	385 00
Wayne,	227	158 90
	5672	3970 40
Manitowoc County,		
Centerville,	239	167 30
Eaton,	121	84 70
Kossuth,	547	372 90
Manitowoc,	611	427 70
Manitowoc Rapids,	317	221 90
Maple Grove,	596	417 20
Memee,	280	196 00
Mishicott,	263	185 50
Newton,	525	367 50
Two Rivers,	359	251 30
	3860	2702 00
Marathon County.		
Marathon,	97	67 90
Marquette County,		
Berlin,	782	547 40
Brooklyn,	316	221 20
Buffalo,	205	143 50
Crystal Lake,	123	86 10
Dayton,	203	142 10
Green Lake,	331	231 70
Hardin,	303	212 10
Harris,	138	96 60
Kingston,	275	192 50
Moundville,	298	208 60
Montello,	143	100 10
Mackford,	379	265 30
Marquette,	208	145 60
Neshkora,	103	72 10
Newton,	122	85 40
Oxford,	190	133 00
Princeton,	352	246 40
Hackwaukee,	197	137 90
Shields,	227	158 90
St. Marie,	249	174 30
Seneca,	51	35 70
Westfield,	121	84 70
	5316	3721 20
Milwaukee County.		
Franklin,	598	418 60
Granville,	1012	708 40
Greenfield,	857	599 90
Lake,	683	478 10
Milwaukee,	848	593 60
Milwaukee City,	9345	6541 50
Oak Creek,	697	487 90
Wauwatosa,	902	631 40
	14942	10459 40

Monroe County.	No. Child'n.	App'nt.
Adrian,	78	$54 60
Angelo,	46	32 20
Leon,	110	77 00
Sparta,	211	147 70
Wilton,	61	42 70
	506	$354 20
Oconto County.		
Howard,	107	74 90
Marrinette,	149	104 30
Oconto,	204	142 80
	460	322 00
Outgamie County.		
Borino,	29	20 30
Centre,	51	35 70
Dale,	88	61 60
Embarass,		
Ellington,	54	37 80
Freedom,	118	82 60
Grand Chute,	525	367 50
Granville,	140	98 00
Hortonia,	96	67 20
Kankanna,	423	296 10
	1524	1066 80
Ozaukee County.		
Belgium,	879	615 30
Cedarburgh,	804	562 80
Fredonia,	479	335 30
Grafton,	590	413 00
Mequon,	1194	835 80
Port Washington,	627	438 90
Saukville,	475	332 50
	5048	3533 60
Pierce County.		
Prescott,	149	104 30
Greenwood,	200	140 00
	349	244 30
Portage County.		
Almond,	92	64 40
Amherst,		
Buena Vista,	67	46 90
Grand Rapids,	100	70 00
Plover,	178	124 60
Stevens' Point,	220	154 00
Stockton,	55	38 50
	712	498 40
Polk County.		

Racine County.	No. Child'n.	App'nt.
Burlington,	443	310 10
Caledonia,	666	466 20
Dover,	414	289 80
Mt. Pleasant,	442	309 40
Norway,	359	251 30
Racine,	437	305 90
Racine City,	3015	2110 50
Raymond,	499	349 30
Rochester,	363	254 10
Waterford,	509	356 30
Yorkville,	439	307 30
	7586	$5310 20
Richland County.		
Buena Vista,	555	388 50
Eagle,	54	37 80
Forest,	116	81 20
Marshall,	24	16 80
Richland,	240	168 00
Richmond,	261	182 70
Richwood,	170	119 00
Rockbridge,	143	100 10
Willon,	85	59 50
	1648	1153 60
Rock County.		
Avon,	314	219 80
Beloit,	1385	969 50
Bradford,	356	249 20
Centre,	375	262 50
Clinton,	514	359 80
Fulton,	491	343 70
Harmony,	291	203 70
Janesville,	288	198 10
Janesville City,	2022	1415 40
Johnstown,	471	329 70
La Prairie,	198	138 60
Lima,	401	280 70
Magnolia,	446	312 20
Milton,	495	346 50
Newark,	415	290 50
Plymouth,	363	254 10
Porter,	452	316 40
Rock,	354	247 80
Spring Valley,	351	345 70
Turtle,	470	329 00
Union,	602	421 40
	11049	7734 30
Sauk County.		
Barraboo,	620	434 00
Deltona,	236	165 20
Freedom,	258	180 60
Fairfield,	190	133 00
Franklin,	164	114 80

Greenfield,	141	$98 70
Honey Creek,	437	305 90
Kingston,	271	189 70
Marston,	507	354 90
Merrimac,	226	158 20
New Buffalo,	353	247 10
Prairie du Sac,	449	314 30
Reedsburgh,	369	258 30
Spring Green,	225	157 50
Winfield,	86	60 20
Westfield,	148	103 60
	4680	$3276 00
Douglass County.		
No organized Towns	65	45 50
Green County.		
Adams,	220	154 00
Albany,	380	266 00
Brooklyn,	288	201 60
Cadiz,	251	175 70
Clarno,	482	337 40
Decatur,	387	270 90
Exeter,	379	265 30
Jefferson,	412	288 40
Jordan,	275	192 50
Monroe,	839	587 30
Mt. Pleasant,	449	314 30
New Glarus,	213	149 10
Spring Grove,	435	304 50
Sylvester,	408	285 60
Washington,	248	173 50
York,	157	109 90
	5823	4076 10
Shawano County.		
Shawano,	57	39 90
Sheboygan County.		
Abbot,	303	212 10
Greenbush,	422	295 40
Herman,	431	301 70
Holland,	565	395 50
Lima,	541	378 70
Lyndon,	467	326 90
Mitchel,	248	173 60
Mosel,	336	235 20
Plymouth,	522	365 40
Rhine,	291	203 70
Russell,	41	28 70
Scott,	329	230 30
Sheboygan,	277	193 90
Sheboygan Falls,	859	601 30
Sheboygan City,	1329	930 30
Wilson,	231	161 70
	7192	5034 40
St. Croix County.		
Hudson,	328	$229 60
Kinnickinnic,	102	71 40
Rush River,	67	46 90
	497	347 90
Trempeleau County.		
Montoville,	141	$98 70
Gile,		
Walworth County.		
Bloomfield,	453	317 10
Darien,	395	276 50
Delavan,	617	431 90
East Troy,	541	378 70
Elkhorn	269	188 30
Geneva,	771	539 70
Hudson,	546	382 20
La Fayette,	404	282 80
La Grange,	436	305 20
Lima,	360	252 00
Richmond,	276	193 20
Sharon,	582	407 40
Spring Prairie,	536	375 20
Sugar Creek,	395	276 50
Troy,	425	297 50
Walworth,	498	348 60
Whitewater,	693	485 10
	8197	5737 90
Washington County.		
Addison,	480	336 00
Barton,	396	277 20
Erin,	532	372 40
Farmington,	512	358 40
Germantown,	959	671 30
Hartford,	726	508 20
Jackson,	570	399 00
Kewashkum,	266	186 20
Polk,	792	554 40
Richfield,	839	587 30
Trenton,	497	347 90
Wayne,	375	262 50
West Bend,	387	270 90
	7331	5131 70
Waukesha County.		
Brookfield,	746	522 20
Delafield,	373	261 10
Eagle,	498	348 60
Genesee,	586	410 20
Lisbon,	565	395 50
Menomonee,	782	547 40
Merton,	531	371 70
Muskego,	535	374 50
Mukwanego,	523	366 10
New Berlin,	649	454 30

Oconomowoc,	667	466 90
Ottewa,	388	271 60
Peewaukee,	539	377 30
Summitt,	376	263 20
Vernon,	370	259 00
Waukesha,	1106	774 20
	9234	6463 80
WAUPACA COUNTY.		
Amherst,	100	70 00
Centreville,		
Dayton,	178	124 60
Embarass,		
Farmington,	113	79 10
Iola,	73	51 10
Lind,	236	165 20
Muckwa,	135	94 50
Scandinavia,		
Waupaca,	205	143 50
Weyauwega	314	219 80
	1354	947 80
WAUSHARA COUNTY.		
Adario,	106	74 20
Coloma,	97	67 90
Dakota,	130	91 00
Leon,	163	114 10
Marion,	152	106 40
Mt. Morris,	78	54 60
Oasis,	142	99 40
Ontario,	160	112 00
Plainfield,	86	60 20
Poysippi,	51	35 70
Sacramento,	256	179 20
Warren,	135	94 50
Wautoma	218	152 60
	1774	1241 80
WINNEBAGO COUNTY.		
Algoma,	317	221 90
Black Wolf	212	148 40
Clayton,	291	203 70
Nedenskum,	259	181 30
Nekimi,	288	201 60
Neenah,	300	210 00
Menasha,	373	261 10
Oshkosh,	124	86 80
Omro,	587	410 90
Oshkosh City,	953	667 10
Poygan,	136	95 20
Rushford,	646	452 20
Utica,	321	224 70
Vinland,	450	315 00
Winneconne,	273	191 10
Winchester,	225	157 50
	5755	4028 50

Total No. Children,		188604
Am't. of money to be distributed as per report from Treas. of State,	$137,912 80	
Deduct for payment on Dictionaries, provided by law,	6,100 00	
Balance, -	$131,812 80	

Being, 70 cents per Scholar.

LETTER OF P. R. HOY.

RACINE, Sept. —, 1855.

Hon. A. C. Barry, State Superintendent of Public Instruction.

DEAR SIR:—This is in answer to yours of a recent date, in which you solicited my views on the following questions:—"What place in importance should physical education occupy in public schools?" "What are the conditions that can be controlled by public schools, which are best calculated to secure a sound, vigorous physical body?"

To the first I answer that all we know of the mind is through the body; hence physical education must, from necessity, underlie all else; and without a healthy, well developed body there can be no lasting intellectual greatness: for just in proportion to the perfection of the body, will be the value of its intellectual and moral manifestations.

That system of education is all wrong, that does not have a direct tendency to strengthen, invigorate and beautify the animal system, as well as to enlighten the understanding, and regulate the emotions and disposition of the heart.

How many fatal errors are committed by vain parents, and injudicious teachers in directing all their efforts to excite, stimulate and precociously develop the minds of the young, to the neglect of their physical nature! In a perfect system of edu-

cation, the three fold nature in man would be harmoniously developed; then we might have men and women physically healthy and beautiful; intellectually, with minds active and enlightened, capable of great and lasting mental efforts; morally firm and dignified in the right.

Your second interrogatory covers a wide and important field. I can only touch a few points, in a communication necessarily quite too limited to do justice to the subject.

School Houses.—The school buildings should be architecturally tasteful, located in not only the most healthy, but the most picturesque and charming spot to be found within the district; with ample grounds attached, ornamented with trees, flowering shrubs and plants, arranged with taste.*

The furniture should be ornamental, as well as convenient; the rooms hung with paintings, engravings and maps, executed in the best manner. The buildings and their surroundings, should present nothing to the eye but delightful and pleasing objects, from the contemplation of which the mind would return satisfied, to make us better, more contented and happy,—quickening our sympathies—filling the mind with imagery of beauty and taste; for man in contemplating the beautiful in art and nature, not only finds a delightful enjoyment of an elevating character, but is profited by the influence these emotions exert on his physical nature. The influence that the beautiful exerts over man is well known; but aside from this, it exerts a large influence over his physical development, which has been too much neglected. Of this I shall only here speak. In a perfect state of things, every individual would be perfectly beautiful. There can be no physical perfection without it; for beauty is the normal condition; hence, health and beauty are synonymous; then just so far as we bring man back to his primitive, God-like condition, we restore him to beauty and health.

It can be shown that every nation or class of people, remarkable for beauty of person or feature, is not only surrounded by the beautiful, but has also a cultivated taste for these objects. This fact can be accounted for by that wonderful something we call sympathy,—that something which assimilates us to, and makes us a part of those objects and beings by which we are surrounded. Where then should we expect to find the most beautiful persons? Where but in ancient Greece and Rome, in modern Italy, Spain and France and among the better class of Germans and English; just where we find in profusion the beauties of art and nature, in connection with the most universal cultivation of a refined taste, for whatever is grand, lovely, beautiful and graceful.—The emotions of taste can only be known by being felt; and can no more be acquired without our being placed in suitable circumstances,—that is surrounding ourselves with the beautiful or sublime,—than a knowledge of music could be acquired without ever having heard a musical tone.

It is a physiological law that any impression upon our form or features, long continued, becomes fixed and permanent. Exhibit to a child an offensive object, one calculated to excite disgust or dislike and mark the expression of disquiet and loathing. Now substitute an object of an op-

* Some fifteen miles from Racine, last summer, I passed a school house located on the very margin of a marshy, miasmatic swamp; and not twenty feet from the door I noticed some urchins, with rolled up pants, engaged in the double occupation of capturing *tad-poles* and catching *the fever and ague*. Some public spirited, benevolent person (?) donated to this districtthis *site* for a school house; it being worthless for any thing else.

posite character, one suited to excite pleasurable sensations, what a change!—the eyes now sparkle and fairly dance with delight; the face is all radiant with happiness and beauty. Should these impressions be long continued or frequently repeated, they will be daguerreotyped on the dial of the soul—the human face divine. We have such examples in great abundance. Look at the squalid poor:—their children at birth very often have the elements of beauty in a considerable degree; but by dwelling continually amidst coarse and disgusting objects, they grow up with that stereotyped quirk of the upper lip and nose, which makes them look as though their olfactories were perpetually being offended. The shanty and its surroundings has become a part of their existence; and its influence is stamped upon their faces. Take one of these children while young, and surround it with elegance, cultivate its taste, and you will be surprised at the lack of resemblance to its parents. In proof I can point to individual cases that would be quite satisfactory to the most skeptical. If such a change be effected in the first generation, what ought we not to expect if such influences were continued for a series of generations?

Ventilation.—Without pure unadulterated air, there can be no health—it is of the very first importance; it plays a prominent part in all the phenomena of life. But so much has been written, and well written too, on the subject of ventilating school houses, that I will only here record my voice in support of that system of ventilation which will secure the most constant, and abundant supply of pure fresh air.

Exercise.—Daily exercise in the open air is essential to the best health; it expands the chest, equalizes the circulation of the blood, thereby favoring a harmonious development of every tissue; for the ultimate nutrition of the body, and calorifaction of the blood, are only effected within the capillaries. It follows then, if the circulation be retarded or cut off in any part, nutrition of that part will diminish or cease in the same ratio. Exercise, to be the most profitable, should call into action, not only the entire muscular system, but for the time must completely engage the mind. Among the conditions that can be controlled, essential to insure the full physical benefit of exercise, are an opportunity and a sufficient inducement for action. In childhood, when the functions of assimilation are the most active, and exercise is the most demanded, the opportunity should be given several times a day to inhale the pure air, start a fresh and active pulse, and relieve the aching capillaries. Ample room and opportunity are all that is generally necessary to insure the full benefit of exercise for children, fresh from the hand of God, overflowing with animal spirits. With minds easily directed they rush with their whole soul, minds, lungs, feet and hands into their childish sports. But with persons of riper years, the case is quite different, they require amusements more rational, to divert the mind, while the body is being invigorated. For such, gymnastic exercise will be of much value; for that precision of action which distinguishes gymnastic from common, loose, irregular, random movements, compels the mind to be directed with accuracy on the muscular effort. Those free gymnastic exercises, which require no technical apparatus or machinery are all sufficient to ensure the harmonious development of the body.—They ought to be introduced into the play grounds of every school, especially if situated in the large towns and cities.—

Neither would I except the girls; for they surely require sound, vigorous bodies.—Let them practice those gymnastic exercises suited to their sex, and not be deterred from the noble purpose of laying the foundation of health and usefulness in after years, by the fear of being called "*tom-boys.*" Females require daily out door exercise, and they ought to have it. We should expect the opposition of those ignorant parents who would have their daughters to be lady-like (?) and at thirteen to have as many "nips and tucks" as an old maid of thirty. "Don't, dear, run and romp; you make yourself quite ridiculous, you should remember you are almost a young lady:" such untimely admonitions have sent hundreds of thousands of lovely daughters to a premature grave. Then we hear the consoling declarations, "mysterious Providence! a promising flower nip'd in the bud, only to teach us the uncertainty of life." Better say: destroyed through the parents ignorance of the laws of life. Encourage the girls to hop, jump, and run races, with perfect freedom, and health will fix its rosy seal on the cheeks of bright, joyous, elastic youth.

The study of the natural sciences as an inducement to physical exercise, cannot be too highly recommended. The study of plants and animals especially, calls us into the fields, woods and prairies, by the brooks and on the hills; affording to the mind as well as the body a most healthy stimulus. I am thoroughly convinced that natural history should be studied in every school, and taught even to the young. Children learn to perceive differences in form, texture and color, with remarkable facility, and even to classify, bringing into action their faculties of observation, comparison and classification—operations of the mind of the first importance. They should be taught how to collect and preserve minerals, plants, shells, insects, fishes, reptiles, birds, and mammals; and encouraged to deposit these in the school-room. By this means each good school would have a collection of the flora and fauna of the neighborhood; then, by mutual exchanges, each school would accumulate a valuable cabinet. It is to be regretted that there are no suitable text books, to assist the pupil and teacher in investigating the common objects with which we are surrounded. It is to be hopedthat this want will not remain long unsupplied. While the mere child can find enough to interest and delight him, the proudest mind will here find ample materials for the profoundest investigation, prompting at the same time to healthful exercise; for when the mind is thoroughly interested, exercise becomes a real pleasure. It is a significant fact, that naturalists live almost universally to a ripe old age, and retain their mental powers unimpaired to an advanced period of life. If those persons whose brains are perpetually racked to torment the body, would interest themselves in some branch of natural history, and spend one or two days in each week in the woods and fields, collecting and investigating natural objects, there would be less call for bran-bread, and more for beef steaks; fewer broken down, palefaced young ministers, more vigorous sermons written, and fewer old ones used.

Cleanliness.—Absolute purity of person should be positively required of every one attending school. Away with the vulgar notion "that dirt is healthy." Filth is but another name for disease.

Finally,—Physiology and Hygiene should be taught to every advanced class; and teachers should not be considered fully qualified for their profession unless

capable of giving sound, wholesome instruction in the great art of preserving life.

P. R. Hoy.

Watertown, April 29, 1856.

Journal of Education: — I forward herewith an abstract of the proceedings of the Educational Convention held in this city on Wednesday and Thursday of last week.

The Convention originated in a call issued by a committee, composed of representatives from several ecclesiastical bodies, connected with Presbyterian and Congregational churches in the State, who believed that the time had come for these denominations to act upon the subject of Female Education more efficiently than they have heretofore done.

The Convention assembled at the Congregational church, in this city, on Wednesday afternoon, (April 23d,) and was organized by the appointment of Rev. E. J. Montague, of Summit, as its presiding officer, and Rev. S. H. Barteau, of Oconomowoc, Secretary.

A Committee was appointed to draft resolutions for the consideration of the Convention, who reported the following, viz:

Resolved, 1. That there is a demand for educational Institutions, which shall afford to young ladies facilities for obtaining a liberal education, equivalent to those provided for young men in our colleges.

2. That while the education of young ladies in these Institutions should be *equivalent* to that of young men in College—the difference in their constitutions —mental, moral and physical — and the difference in their social spheres, demand that the course of training should *not* be in both cases *identical.*

3. That the greatest efficiency and prosperity can only be secured by placing these Institutions under the fostering care and general control of some denomination of christians.

4. That these institutions should be liberally endowed, and furnished with Library and apparatus, and provision for the education of meritorious young ladies whose means are too limited to enable them otherwise to obtain it.

5. That in the providence of God, it seems to this Convention that the time has come for Presbyterians and Congregationalists in this State to unite in an earnest effort to secure such an Institution.

The report of the Committee was accepted, and after full and free discussion, the 1st, 2d and 5th Resolutions were unanimously adopted, while, for lack of time, the consideration of the other resolutions was deferred until some future occasion.

At the request of the Convention, a public address was delivered on Wednesday evening, to a large and interested audience, by Rev. E. J. Montague, the object of which was to show that "*It should be the distinctive design in Female Education to fit woman for her sphere,*" and this sphere he in one word defined to be "*Home.*" The address will be published in accordance with a vote of the Convention, a copy of which I will endeavor to send you.

In order to carry out the views expressed in the above resolutions, the Convention appointed a Committee of ten whose business it is to investigate the whole subject and then to recommend a suitable location, plan, &c., for such a Seminary, to a Convention to be held upon the call of this Committee, which call shall be issued at the earliest practicable period. That convention is to consist of the minister of and one delegate from each of the churches connected with the Milwaukee, Madison and Winnebago District Conventions, and

the Milwaukee and Fox River Presbyteries.

The Committee of ten referred to above consists of Rev. E. J. Montague, of Summit; Rev. L. Clapp, of Wauwatosa; C. W. Camp, of Sheboygan; Rev. J. Porter, of Green Bay; Rev. C. E. Rosenkrans, of Columbus; Rev. J. B. Preston, of Berlin; S. E. Miner, of Wyocena; Rev. N. H. Eggleston, of Madison; Rev. S. G. Spees, of Milwaukee; Rev. W. A. Niles, of Watertown.

The Convention was one of much interest and of entire harmony. Delegations were present from different localities in the State, who were prepared to make liberal pledges of material aid, provided the Institution should be located at the points designated by them. Madison and Waukesha especially made offers which indicated great interest in the matter of Female education among the citizens of those places. The Convention adjourned on Thursday noon, the 24th inst.

We fully believe that much good will result from this gathering. If such an institution should really be put in operation in our State, ought it not to obtain at least so much of State favor as to enable it to receive meritorious young ladies from the public schools and furnish them with a free collegiate education, thus enabling it to answer in some degree in the place of a "Free Academy" for girls. This is provided for the boys of the public schools at the University, but no such provision is made by the State for our girls.

In regard to public schools, I may say we are now in a sort of transition state, from the old system to that of the 'Union School" plan. A beginning has been made in the proper direction, by the organization of an efficient Board of School Commissioners under our new charter, and the appointment of a good man to the office of City Superintendent of Schools.—Two buildings will probably be commenced immediately, one on each side of the river. Two buildings are rendered necessary because Rock River knew no better than to run right through the middle of our city, thereby separating good friends and cultivating sectional animosities. But I suppose that the thing must be endured, as Providence (as Mrs. Partington says) seems to have ordered that the principal rivers should run through the large towns.

Should anything of peculiar interest transpire in respect to our schools, I may perhaps send you the item.

Yours Truly, W. A. N.

KENOSHA, April 25, 1856.

EDITOR JOURNAL OF EDUCATION:

One leading object of your Journal doubtless is, to keep the public advised of the progress of educational matters within the limits of our own State. The Spring term of our High School closed on Friday last. The last three days of the term were devoted to public recitations, and a review of studies pursued during the term. The number of visitors and friends of the school in attendance, during these exercises was unusually large, and an evident interest was manifest throughout the whole time. The various classes sustained themselves very creditably—a full opportunity being given to the visitors for criticism and questioning.

Most of the higher branches of English studies usually pursued in Eastern Academies, have been studied in our High School. In the study of languages, the German has received much the largest share of attention; about forty, during the past term, principally young ladies, have studied German under the instructions of Miss Helen M. Waldo. Miss W.

is a teacher eminently successful in this department; although an American, yet in the opinion of those competent to judge, she speaks German with great fluency and remarkable correctness.

The Principal, John G. McKindley, has, during his connection with the school, gained the reputation among us of a thorough and successful teacher. In the matter of controlling a school—the maintainance of strict order and propriety of deportment, Mr. McKindley can hardly be surpassed. Mr. Lynch and Miss Briggs, assistant teachers, possess qualifications of a superior order. The department of Vocal Music has been, during the past two years, under the management of Mr. Stone; and his instructions have contributed largely to improve the musical taste of the scholars, and to render this important school exercise one of interest and attraction. I have not time to particularize the other departments connected with this school. The teachers generally deserve favorable mention for their devotion to the work. Mr. Butler, Principal of the North Ward School, continues to give increasing evidence of his fitness for the position he occupies.

The closing exercises of the term, were held on Friday evening in the Congregational Church, and although every sitting and standing place was uncomfortably crowded, the audience manifested an unabated interest to the close, which was at a very late hour. The exercises of the evening were made up chiefly of declamations, compositions and music. The declamations were mostly original, and invested with more than ordinary attraction, from the fact of their being devoted to home interests and local matters.

We are laboring under considerable disadvantages in this place for the want of school room. Our present school accommodations are quite too limited to meet the wants of the population. Our Board of Education contemplate the immediate erection of another school house on a lot which has been purchased for that purpose, adjoining the one on which the present High School building stands. The building is designed for a primary school, intended to accommodate 240 scholars, and will cost about $6,000. It is the purpose of the Board, to build the house upon the most approved modern plan. I will in due time, if practicable, furnish an engraved plan of the building for insertion in your excellent Journal.

X.

THE WINNEBAGO COUNTY EDUCATIONAL ASSOCIATION.

The Convention met at Oshkosh, on Monday, April 14th, and was then adjourned until Friday, the 18th. The Teachers' Institute was then organized.—A. Pickett Esq., was chosen President, and V. M. Haskell, Secretary. Lectures were given during each day of the session on the following branches, Mathematics, Grammar, Physiology, Reading, Elocution and Writing. Lectures were delivered in the evening by A. K. Brush, A. Pickett, and Miss M. Wheeler. The committee on resolutions reported the following:

Whereas, We believe our common schools to be the true basis of popular education, and the principal agents for preserving society from ignorance and vice, and whereas we believe that Teachers' Institutes, are calculated to give a higher tone to our public schools, promoting the best system of teaching,—therefore,

Resolved, That we recommend the Teachers' Institute, as the best means of securing a correct and uniform system of instruction in common schools, and deserving the encouragement and assistance

of all teachers and friends of education.

Resolved, That we regret that so large a portion of the teachers of this county have failed to attend this session of the Institute.

Resolved, That we tender our thanks to Mr. A. Pickett, for the able manner with which he has discharged the duties of President of the Institute: and to all others who have contributed to make it pleasant and profitable.

Resolved, That we tender our thanks to the citizens of Oshkosh for their kindness and hospitality.

On Friday the Institute adjourned and the President of the Association, Martin Mitchel, Esq., took the Chair. The committee appointed to consider the expediency of establishing a Normal School in Winnebago county, reported favorvorably and a committee was appointed to draft a bill to be presented to the Legislature, praying that the Board of Supervisors be allowed to raise the necessary funds. After transacting some miscellaneous business, the Association adjourned until the 8th of August next.

MARTIN MITCHEL, Pres't.

CHARLES W. FELKER, Sec'y.

H. H. BARNEY, — Commissioner of Schools for Ohio, says, in regard to the introduction of Union or Graded Schools:

THE new system presents a scheme by which six or eight years of lost time can be saved to each youth of the State, and added to their intellectual capital.

During the past year, over 600,000 pupils have received instruction in our common schools. This number multiplied by the number of years of lost time, as under the old system, would produce an aggregate of nearly 5,000,000 years! What a vast amount of lost time to a single generation passing through our schools. If this were merely a loss of so many years of physical labor, it might be estimated in dollars and cents; but, alas! it is a loss of so many years of mental culture!

Who can estimate a loss of this character? Who can enumerate the benefits which would accrue to the State in all her various branches of diversified labor and industrial enterprise, from the contribution to a single generation of 5,000,000 years of intellectual culture? Who can tell what large contributions of talent and mental activity it would add to the State, and what a surprising number of powerful and useful minds it would evoke? If he who causes two spires of grass to grow where only one grew before, is entitled to the appellation of a philanthropist, certainly a system of education, which would add millions to the aggregate years of a single generation, for intellectual and moral improvement, should command the cordial support of a State, the preservation and perpetuity of whose civil and religious institutions depend upon the general intelligence and virtue of the people.

KINDNESS.—Would it please you to pick up a string of pearls, drops of gold, diamonds, and precious stones, as you pass along the street? It would make you feel happy for a month to come. Such happiness you can give to others. How, do you ask? By dropping sweet words, kind remarks, and pleasant smiles, as you pass along. These are true pearls and precious stones, which can never be lost; of which none can deprive you. Speak to that orphan child; see the diamonds drop from her cheeks. Take the hand of that friendless boy; bright pearls flash in his eyes. Smile on the sad and dejected; a joy diffuses his cheek more brilliant than the most precious stones. By the wayside, mid the city's din, and at the fireside of the poor, drop words and smiles to cheer and bless. You will feel happier when resting upon your pillow at the close of the day, than if you had picked a score of perishing diamonds.—The latter fade and crumble in time: the former grow brighter with age, and produce happy reflections forever.

HUMAN ELEVATION.—"I know," says Channing, "but one elevation of the soul. Without this, it matters nothing where a man stands, or what he possess; and with it, he towers—he is one of God's nobility no matter what place he holds in the social scale. There are not different kinds of dignity for different orders of men, but one and the same to all. The only eleva-

tion of the human being consists in the exercise, growth, and energy of the higher principles and powers of his soul. A bird may be shot upward to the skies by a foreign force, but it raises in the true sense of the word only when it spreads its own wings, and soars by its own living power. So a man may be thrust upwards in a conspicuous place by outward accidents, but he rises only so far as he exerts himself, and expands his best faculties, and he ascends up by a free effort, to a noble region of thought and action."

BOOKS OF REFERENCE IN SCHOOLS.

If this is not thought advisable, there ought at least to be some good reference books put into every one of our schoolrooms. Every one knows how meager, for instance, are our common school geographies. They contain the elements of that very useful science to be sure, but nothing more than the barest elements. And when scholars have gone through with them they can be expected to know very little of the surface of the earth and its productions, its towns and its inhabitants. To remedy these deficiencies, every school room ought to have a large and correct Atlas, or a set of well prepared maps and charts—such as are in use among men of business, and a well digested and arranged Gazetteer. No money could be better used than a small sum expended to procure for every district school an Encyclopedia, and a Dictionary of Arts and Sciences. For these would show something of the extent of the world of knowledge to which the school is designed to introduce the pupil, as well as the mode of consulting original sources of information; and would form his mind to habits of diligent investigation, and to habits of independent and self-reliant thought. And the grand object of all education, both in the school room and out of it, is to elevate and confirm in strong, intelligent and enterprising truth and goodness, the soul of every person in the community. These would not be used for the ordinary purposes of recitation, but for reference in the reading lessons, in the arithmetical problems, and in the general exercises of the school. The scholar would then learn how to use these things to verify the assertions and statements of his school books, and to correct and supply their deficiences, and thus would be doing exactly what he will be called to do almost every day in his future life.

Besides these books, there should be in every school room a full and authentic standard Dictionary of the English Language, and the scholars and teachers should make daily and hourly use of it.—This is as necessary as a black board and chalk. It should be used to explain the meanings of the words, to settle disputed questions of orthography and pronunciation, and to stimulate enquiry and to secure and encourage accuracy in all things. —*Robert Allyn.*

A Tradition of the Arabs.—King Nimrod one day commanded his three sons to enter his presence, and he caused to be placed before them by his slaves, three sealed urns. One of the urns was of gold, the second of amber, and the last of clay. The King desired his eldest son to choose among them that which appeared to contain the greatest prize.—The eldest chose the vase of gold, on which was written "Empire." He opened it and found it full of blood. The second chose the amber vase, on which was written "Glory." He opened it and found it filled with the ashes of men who had been famous on the earth. The third took the remaining vase—that of clay. He opened it and found it empty; but in the bottom of it the potter had written one of the names of God.—"Which of the vases weighs the most?" demanded the King of his court. The ambitious replied, the vase of gold; the conquerors, the vase of amber; the sages answered and said, "The empty vase, because a single letter in the name of God, weighs more than the entire globe."

A Good Teacher will make a better school under the most unpromising circumstances, than an inferior teacher could make in the same situation. But a half-competent school master will do as well, if not better, where everything has been previously arranged, so as to produce a propitious combination for success, than a first rate one could do, in the same school if all was disorganized and operating in hostility to his own plans and purposes.

Editor's Department.

SCHOOL SUPERVISION.

MANY of our best educators believe that some radical change in our school supervision is necessary. Town Superintendents doubtless discharge duty as faithfully as other officers. Some are deserving of more than mere praise, for untiring devotion to the cause of education. They have done and are doing a noble work, but the nature of their duties is such, the number in the State is so great, and the inducement to properly perform duty is so small, that an *efficient, direct* supervision, under existing circumstances, is an impossibility. Besides, to do all that the position demands, requires time that few can give, ability that few possess and sacrifices that few will be found willing to make.

Instead of the office of Town Superintendent, we could suggest the office of Judicial District Superintendent. The advantages of such a change we think would be neither few nor small.

1. By employing a competent person to superintend the educational affairs of a District large enough to require all his time and ability, it would be economy to pay him liberally for his services. Few men are willing to use time and first rate talent for the public good, without hope of honor or emolument. More than sufficient to pay a liberal salary to a competent School Supervisor, is misappropriated in every county annually, on account of ignorance of school house architecture; and this is but one of the many ways in which the public funds are wasted.

2. From the labors of a man fitted for such a post, we might expect, as a result, a more enlightened public sentiment. It is only by enlightening public opinion when it is ignorant, interesting it when it is indifferent, and arousing it when it is dormant, that we may hope to realize any rational ideal of a system of public instruction. While educational truths the most important, are in theory recognized, in practice they are ignored. Our Common School system fails of attaining the objects for which it was designed, not on account of any fault of the system, but through ignorance on the part of those whose duty it is to apply it to the wants of society. New life should be infused into it, a new interest developed, and it is only by some more direct and thorough supervision that these results can be secured. At present little attention is bestowed upon our Public Schools. Time and money are both squandered, for we pay the one for the privilege of allowing our children to waste the other. The little public interest that is exhibited is not unfrequently confined to some denominational school, called a college—composed of a score of boys, called students, while the public schools—the real bulwarks of our safety as a nation, and of our happiness as a people — with the thousands attending them, are almost entirely overlooked.

3. The supervision would be much more thorough than at present. New plans of teaching would be introduced, defects could be pointed out, and teachers of all classes encouraged and instructed. Direct and efficient supervision is as necessary to the success of educational affairs as in any other department of human effort. The principles that underlie mercantile or agricultural prosperity are essential to educational prosperity. There must be a feeling of accountability on the part of teachers, a deeper interest on the part of parents, and incentives to diligence and industry on the part of pupils. To secure these under existing arrangements,

experience has proved to be impossible.

4. The number of those attending school would be greatly increased. We are not educating the rising generation to the extent, nor in the manner that will insure us against fearful social evils. It is not by legislation, or by lectures, or through the press that society can be reformed.—These may be barriers to the progress of vice, but they do not destroy it. We need an education that shall eradicate it, and plant virtue in the soil in which it is now flourishing. Education, and education alone, can reform, and reformation must commence with the young. As well expect the leopard to change his spots, as that those who have *learned* to do evil will learn to do well. Those reformers who would inaugurate a new era, immediately, who would overthrow society and re-construct it out of the same materials, are guided by impulse rather than wisdom. Society, so far as it can be affected by reforms, is an out-growth; and it depends for its character on what it expresses. It is, then, with the young that the true reformer will labor. Any means that will secure a more general attendance upon schools, without which nothing can be accomplished, should be used. In the State of New York during twenty-nine years, previous to the establishing of the office of County Superintendent, the average increase of attendance upon the schools was 20,500, but the number increased to 45,000 under the new system of supervision. Such a fact furnishes food for thought.

5. A higher standard of qualification for teachers would be secured. Hundreds are at present occupying the positions that teachers should occupy, who not only are not qualified, but who are doing what must be undone, before the true education of those under their charge can commence. Controlled, as the power that now decides in regard to the qualifications that a teacher should possess must be, by local influences, exerted with little reference to the public good, it is not surprising that those poorly qualified compose the larger number. We know of no relation an incompetent person can sustain to community, from which so much of evil must result, as that of teacher. Better, far better, lock the doors of the school-room, than have it occupied by one unfitted to discharge the duties he has assumed. The schools can only be made better by securing better teachers—and this, under the present provision for examination, is a practical impossibility. Under such a change as we suggest, the District Superintendents could determine the standard of qualification necessary—and grant certificates of different classes, thus offering an inducement to make effort to excel.—This system has been adopted in other countries, and introduced into some places in our own, and the result shows the wisdom of the course.

Such are a few of the advantages to be gained by the change. Others will readily suggest themselves, which want of space forbids us to mention. We feel that there is a practical failure on the part of our system of Public Instruction to fully meet those demands which it must meet, if it does not disappoint the hopes that the patriot and the christian have hung upon it.

PUNCTUALITY.

Nothing need be said in regard to the *importance* of punctuality, but it is desirable to know the best means of securing it.

1st. Have a good clock in the school room, and a good watch in your pocket. Let them be carefully compared and regulated. Scholars must have confidence

in the clock, and to inspire this it must be a good one.

2nd. Ten minutes before the opening of school, ring the bell. Let every scholar be in his place at or before seven minutes previous to the time for commencing the regular school duties, both before and after noon. Then spend seven minutes or less in some general exercise.

3d. Allow no scholar, after school has commenced, to enter the room until you go to the door and invite him in. Note absentees, and, if possible, send notice immediately to parents of the absence of their children, asking cause, &c. If on account of distance it is inconvenient to send word at the time, attend to the matter after dismission. Let all notes sent be neatly and gramatically written, and courteously worded.

4th. Never be tardy yourself. The teacher who is once tardy, whether accidentally or intentionally, has lost power with his pupils. We know teachers in this state who have not been tardy during the last eight years—*not one second.*

5th. Always be in the school room at least half an hour in the morning and one quarter of an hour in the afternoon, before the time for commencing school.—Welcome your pupils as they enter the school room and make it pleasant for them to come in season.

6th. Be precise in all you do. Fix the time for the recitation of each class, and then do not deviate one minute from the programme, except for the best of reasons.

7th. Endeavor to create a public opinion in school against tardiness in every shape. Unless this is done expect failure. Without a good public opinion, no efforts of the teacher can accomplish much good. This may be formed by precept and example, and *example* is quite as potent as precept.

8th. Let all requirements appear reasonable to the scholars. To appear so they need only be so. Let them be based on principle rather than whim.—Show them that punctuality is essential to success, and that tardiness is always indicative of indecision, indolence and dishonesty.

After having used your utmost efforts to eradicate tardiness, which, with its big brother, irregularity, is the source of numberless minor evils, you will still find a few incorrigible pupils. These should be reported to the School Board, and by them deprived, for a time, of the privilege of attending school, and if they are past reformation, duty to the school would require their expulsion.

☞ We would suggest to teachers the propriety of having the school room supplied with newspapers. The habit of observing what is going on around us, is not more valuable than that of knowing what events are transpiring in different parts of the world. A half hour spent every Friday afternoon in calling attention of scholars to the prominent events of the week, would be a most profitable exercise. A taste for reading would thus be formed. Scholars would become intelligent, and we know teachers that would be materially benefitted by preparing themselves for such an occasion.

No person is qualified to teach who is not familiar with the world's history of *to-day*, as well as its history of two thousand years ago. The newspaper, we repeat, should be found in every schoolroom and should be read in every school. If the teacher does not take at least half a dozen papers—which we would by all means recommend he should do—let him induce his pupils to borrow them, and the result will be a better school.

ITEMS.

We learn from the Wisconsin *Mirror*, that a new School House, 26 by 36, is to be finished by the middle of May, in Newport, Columbia county. It is to be finished and furnished in good style. The citizens raised one hundred dollars, a few days ago, to pay for a bell for it.

Now friends be careful in selecting your teacher; the first school you have will determine, to some extent, your educational character for years to come. Be sure you find a good teacher, one who will labor to give your school a position of influence in the State.

By the way, next to a good school, we know of nothing more essential to the prosperity of a place like Newport, than such a neatly printed, racy, good-natured and well conducted newspaper as the Wisconsin *Mirror*. We wish both "institutions" extensive patronage.

At the last meeting of the Ohio S. T. A. an effort was made to obtain pledges from teachers and others, for the payment of 1 1-2 per cent on their salaries, for the purpose of increasing the efficiency of the Association, to be paid *in advance* in two semi-annual equal payments. The amount thus raised was about $550. Our Ohio friends seem determined to keep the position they have so honorably won. We rejoice, "with an exceeding joy," in their prosperity.

C. W. Damon, Town Superintendent of Wauwatosa, has issued a circular, inviting the teachers of the town to meet on the 17th inst., for the purpose of forming a Teachers' Association. The object is certainly such as will commend itself to every teacher.

The Albany *Evening Journal* says—

"No red savage from the Florida everglades to the Oregon shore, would kill a robin in the spring of the year. This is a vice of the blackguards and the cockneys of civilization. Shame on them!" Exactly so.

The Teachers of Missouri are to meet in Convention on the 21st, 22d and 23d of the present month. The objects to be brought before them are the organization of a State Teachers Association, the establishment of a State Normal School, Teachers' Institutes, and an Educational Journal.

Town Superintendent of Oregon, Wis., writes as follows—

"We have been trying for the last eight years to get a little interest in our school system by voting money and encouraging good teachers.

I am heartily glad to meet your *Journal*, as it preaches the doctrines that I have endeavored to inculcate. I have refused more certificates this spring than for five years before. The time has come when teachers *must* qualify."

The Racine High School has been furnished with single desks. This is an improvement that we hope to see introduced into all new school houses, when practicable.

The citizens of Kenosha are about to enlarge their school accommodations. A new building will probably be erected immediately.

The Racine schools commenced the summer session on the 5th inst. The term will be ten weeks in length.

The people of Madison have adopted measures to secure the erection of a new School House in each Ward of the City.

The citizens of Appleton are about to erect a new School House.

A new School House is to be erected at Kellogg's Corners.

Change in the Educational Law of New York.—On the 3d of June next, nine hundred Town Sup'ts of Common Schools are to be restored to private life—their office being abolished. The Board of Supervisors of each county, under an act passed by the Legislature last winter, hold a meeting on that day, to elect a School Commissioner for each Assembly district, except in those cities where special provision exists. These Commissioners are to have a salary of $500 from the United States Deposit Fund, and their duties are to examine schools and applicants for teachers. By the same act of the Legislature the educational tax is fixed at three quarters of a mill on the dollar instead of the present tax of $800,000 and the Town Supervisors are to receive and disburse the public money.—*New York Tribune.*

BOOK TABLE.

FIRST CLASS READER, by *G. S. Hillard* published by *Hickling, Swan & Brown*, Boston.—We have somewhat carefully examined this work and our opinion is that it is just what it purports to be. It is not a work on Elocution or Oratory; but a collection of beautiful pieces in prose and poetry, selected from various authors of this and other lands. Each selection is complete. Nothing has been mutilated.—The biographical notes are the result of careful study; they are scholar-like. We know of no Reader that exhibits better judgment and taste than this.

THE AMERICAN COMPREHENSIVE READER, by *William D. Swan*, published by *Hickling, Swan & Brown*, Boston. This is an excellent work and is admirably adapted to our Grammar and District Schools. There are fine exercises in articulation and for enunciation. The selections were made by an old Schoolmaster, who had every opportunity to make a good book.—This work should receive attention from those who may wish to select a good reading book for their schools.

GLEANINGS FROM THE POETS FOR HOME AND SCHOOL, published by *Crosby, Nichols & Co.*, Boston.—This is a fine collection of such pieces of poetry as will cultivate the imagination and refine the taste. It is adapted to the home circle as well as the school. Did teachers feel as deeply as they ought, the necessity of developing the faculties and powers that this volume would aid them in cultivating, we are confident that it would find an extensive sale.

MORAL LESSONS, by *M. F. Cowdery*, published by *H. Cowperthwait & Co.*, Philadelphia.—This work deserves special attention. Most teachers have felt the want of such a treatise as this. The author has assumed that a child has a moral nature—that systematic instruction is essential to its cultivation—that a proposition in morals, as well as in mathematics, must be properly illustrated in order to be understood—that ability to teach morals is the first qualification of a teacher, and that "moral culture to such an extent, as to enlist the sympathies, form the early sentiments, and, in a great degree to control the motives and conduct, is *entirely practicable* in a regular course of Common School instruction."

We have in this work the result of research, observation, reflection and practice. There is no fine spun theory. Every teacher who obtains a copy of it may feel sure of having a safe guide in this important department of his duty. We would recommend it for use in Sunday Schools and families, and indeed we know of no profession, or calling, or position in which this volume would not be found of great value. We do not simply wish to recommend this work to teachers—we wish to *urge* upon them the necessity of obtaining it, as a duty they owe to their pupils, their profession and themselves.

PELTON'S OUTLINE MAPS & KEY.—It seems strange, but it is true, that very few of our Schools are yet furnished with this splendid and indispensable pre-requisite to success in teaching Geography. Years are wasted in *efforts* to learn what, with a set of these maps, a term would enable a pupil to acquire.

The simplest exercise of economy would lead every School Board in the state to order a set of these maps forthwith. Until they, or something similar, are provided, we would advise the people to exclude really, as they are now doing practically, the study of Geography from their Schools. We believe they are acknowledged by all, to be the best published and on the terms upon which they are offered, we know they are the cheapest.—Address *J. H. Rolfe*, Cincinnati.

CORRESPONDENCE *between the Chief Superintendent of Schools for Upper Canada and other persons on the subject of separate Schools.*—We infer from the large volume before us, that our Canadian friends have some difficulty in carrying out the details of their school system. This volume contains the correspondence in regard to the establishment of separate schools in those localities where the Roman Catholics and Protestants cannot agree. The letters of the Superintendent, Rev. E. Ryerson, are replete with common sense, sound argument and courtesy.

WORCESTER'S NEW DICTIONARY.—There is a pleasure in calling attention to this work

lately published. It is *cheap, convenient, complete and correct.* We do not see what improvement is possible in these respects. We know of no work superior as a school Dictionary, and we hope it may be carefully examined by teachers. For sale by *S. C. Griggs & Co.*, Chicago.

HOLBROOK SCHOOL APPARATUS.—This apparatus is just what is needed for our Common Schools. It is cheap and durable, and was designed to meet their wants. Twenty dollars expended for this apparatus would be a desirable investment. It is approved by our best teachers and educators, and ought to be ordered, paid for and used by every school that is unsupplied in the state.

THE "Massachusetts Teacher," for May, brimful of "round about common sense" has reached us. Alpheus Crosby, who has recently become editor, is making friends wherever the Teacher circulates.

THE "Ohio Journal of Education," was, during the time of its publication under the charge of Dr. A. D. Lord, our ideal of an Educational Journal. We parted company with the Dr. with regret. Rev. A. Smith recently appointed editor, is securing for himself the favorable opinion of the old readers of the Journal, as well as the new. Under his charge it is exerting the same healthful influence on the educational affairs of Ohio, that has heretofore made it "mighty for good."

PERSONAL.

Mr. A. Pickett, has been appointed Principal of the Oshkosh Union School, in place of J. E. Munger resigned.

Geo. Bosworth, formerly Principal of Salem Academy, has been appointed Professor of Mathematics in the University of Milwaukee.

The Trustees of the State Asylum for the Blind have engaged Mr. Wm. H. Churchman as Superintendent.

Mr. A. H. Wenzel, late of Wauwatosa Academy, has been appointed Principal of the preparatory department of Carroll College, Waukesha, in place of Dr. J. H. Magoffin resigned.

MARRIED.—On the 22d ult., Mr. J. G. McKindley, Principal of Kenosha High School, to Miss Harriet Hale of Kenosha.

DIED.—At Bridgewater, Mass., on the 10th ult., Nicholas Tillinghast, the first Principal of the State Normal School, in that place. He had spent a life in the cause of Education, and although not old in years, yet if—

"He lives most,
Who thinks most, feels the noblest, acts the best"

then did Mr. Tillinghast live to a good old age.

At Hazel Green on the 2d inst., Dr. James G. Percival, of New Haven, Conn., State Geologist for Wisconsin. He was a profound scholar and a true poet. He died lamented by all who knew him.

Joseph McKeen, Esq., Assistant Superintendent of Schools in the City of New York, recently deceased. He was generally known throughout the United States as one of the ablest educationists. The death of such a man is a national loss.

John A. Foote, Charles Rumelin and James D. Ladd, have been appointed commissioners to provide for the establishment of the Ohio Reform School; legislative provision for which was made during the late session of the Ohio Legislature.

Rev. Chas. V. Pigeon has been appointed Professor of Languages in Carroll College, Waukesha. We hear him spoken of as an accomplished scholar.

We would return our thanks to the editors of the state, for favorable notices and encouraging words. Our success thus far has exceeded our most sanguine expectations. We hope soon to enlarge the Journal and materially to improve it in appearance. It may not be generally known that it has been very difficult to obtain a first rate article of book paper during the last few months. Let our friends continue to send in their subscriptions and we will assure them, no pains shall be spared to make the Journal creditable to the State.

Mr. Geo. B. Stone, late of Fall River Mass., has been appointed Superintendent of Schools in Indianapolis, Ia.

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME I.—JUNE, 1856.—NUMBER IV.

BEM'S METHOD OF TEACHING HISTORY

AN APPEAL TO TEACHERS AND BOARDS OF EDUCATION.

BY MISS E. P. PEABODY,* PERTH AMBOY, N. J.

For general discipline of mind, and generous cultivation, and for giving impulse to general intelligence, and stimulus to effective action, History is the most important of studies. None is more generally interesting; for to know of the action, motives and character of those around us is an instinct, giving birth to the weakness of *gossip* everywhere, except where the thoughts are employed upon the character, action, and principle of human well being, under different circumstances of place and time, *to the end of acting among them effectively*, and upon a large scale. Nor is any study so moral in its effect. A suggestive writer has said, that on the page of history we "may study our own weaknesses and errors without personal pique." We certainly can there study the general issues of character, with vastly less of the personal prejudice and passion that blind us in the study of those immediately about us.

Still more; in history we can compare the activity of men with the action of Divine Providence. Men are "free to play fantastic tricks before high heaven" that will give character and direction to the destinies of nations for long periods, and this is precisely in the same proportion to their energy whatever may be their moral sense. But the eternal Laws of God round all these things in at last, and mark national falsehood and folly with catastrophes which are no accidents, but the sentences of Divine judgment. For though no man's lifetime is long enough to read the judgment of God upon the doings of his cotemporaries, especially when they act in a national capacity, yet to the heroic eye the everlasting books of judgment are laid open, and whoever has eyes to read, can read the verdict in the catastrophes which these doings bring about in successive generations.

We study nature to see the laws of God in matter, that, co-operating with them intelligently, we may multiply works of beauty and utility for man's pleasure and material profit; and more, it is becoming evident that a wise political economy demands that these studies should be open to all, in order that *all* the genius for invention and use, wherewith God has endowed men of all conditions, should be cultivated and used to swell the wealth of nations.

But what avails increase of wealth, if Liberty, which is the element of the spiritual, be lost? What avails the increase of material power, if from want of

*Miss Peabody has had large experience as a teacher, having been associated for some years with her sister, Mrs. Horace Mann, in charge of a school of high reputation in Boston; and is well known in New York, Philadelphia, and other cities, by her successful and persevering endeavors to introduce the best mode of teaching and studying history. No one is more competent to write, or more worthy to be read, on the subject of this article.—Editor.

knowledge of the passions of men, want of judgment as to their relative weight in action, and want of appreciation of the intellectual, moral and religious powers inspired by God to balance these fatal tendencies, society becomes diseased, which is the first step to the loss of Liberty?

History shows us that by the action of individuals and classes, and of institutions which were often well meant in the beginning, *the living, suffering units who make up nations*, and as children and images of God, are called to be the equal lords of nature, are sacrificed to arbitrary will, either quick as Napoleons and Nicholases, or *dead*, as in Brahminisms, Councils of Ten, Inquisitions, and other forms of despotism. Shall this be done in this country too, where things are yet at the formative epoch? This is a most important question to the Superintendents and Directors of American Education.

For the first time in the ages, has the political, which involves the social power really come into the hands of the mass of the people. The political constitutions, the social legislation, the daily acts of the government, general and municipal, are now accomplished by men just free from public schools; and who, stimulated to energetic activity by circumstances of opportunity that are wholly unbounded, are every day doing what is to affect the destiny of ages over one third of the area of the globe. It is a career not offered to men until after some six or eight thousand years of human experience, which certainly cannot but afford some great lights. But have we any general presence of mind to this experience? and if not, how are we sure that we may not resume the same kind of institutions that, with their death-in-life, cumber Asia, and Africa, and even Europe; and put into act to-day principles which have rendered desert and strewed with ruins, regions the most favored on the globe, where arts and sciences have flourished, where world wide commerce has inundated men with wealth (intoxicating them, too, till they defied the future;) where false religion and mistaken politics have enslaved—instead of developed into progressive improvement—nations rich with *original genius*, as their yet existing monuments show?

There may be other forms of the same principles that produced all these ruins. History does not repeat forms, but it manifests, in every age, the action of the same human nature. Buddhisms and Brahminisms under Christian names; Despotic Monarchies, Inquisitions, Councils of Ten, under republican names, may grow up among ourselves. The old serpent is in the garden of our new world also, charming with its subtlety the self-seeking ambition that would be "as the gods" upon the earth. Have we eaten of that *Tree of life* which purges the eye to see that serpent gods are scourges and curses of nature and men; instead of making of men themselves a brotherhood of sovereigns of nature, in communion with the Infinite Love which takes captivity captive, and is perfect liberty for each and for all? That Tree of Life is knowledge of God's pure activity in discrimination from man's; and to be wise, to gather the fruit, requires, first, a pure love of truth, as to principle and fact; and secondly, knowledge of history in long reaches, so as to see ends from beginnings.

From those considerations it follows that, to the religious mind, to the human mind, if it understands its highest vocation, to study man in society, to the end of working his redemption from the organized evils that the elder world has bequeathed, is the paramount matter. We have seen that we are in no less peril here in our day, in this new world, than was the Adam of the old world inheriting as we do the crimes of humanity from his day to our own, embodied in institutions. It is true that Christ whose divinity was before Abraham, has taken flesh in Jesus of Nazareth and his faithful followers; and we believe him to be redeeming men from the depth of evil to which they had sunk when the Roman Empire replaced the corrupted Republic, which should be the terror of the American people. But, unless we understand the whole history of that agony of humanity which culminated on the cross of the innocent and devoted one, who suffered, although he did not personally deserve the penalties of human transgression, and thereby symbolized the social char-

acter and bearings of its nature and issues, we shall not enter into the immunities symbolized by the Resurrection, or help organize a society to do so.

"Man lives not by bread alone," and to teach man how to earn bread by machinery instead of "by the sweat of his brow" (a noble destiny of which we have caught a glimpse), is not to do away the curse. Nature, which is the house man lives in, and the tool by which he is to work upon it, must be studied, it is true; but not to the neglect of the august inhabitant, who is the worker. But how is man to be studied, except in his *action*, personal, social, political? History, in fact—is it not the study of studies for man, and, therefore, for every American youth? Not every one needs to be a geologist, mineralogist, botanist, chemist; but every man must needs be a fellow-citizen, voter, and may be a legislator, magistrate, perhaps the chief magistrate of his town, state, or nation. If he knows nothing else, he ought to know the history of nations, especially of the nations whose career is run through. He needs to see how the institutions which have cursed the world have grown up, and to learn how the more blessed influences in society are cherished by government or at least kept unquenched. He should know all this in order, and symmetrically; and if he does not get the frame work of it at school, it is possible, nay, *most probable*, that he will never get it.

In this matter a little light leads astray. The white light of true political and social wisdom is made of many colors, mingling in due proportion. Every nation's history illustrates particular casts of human character, and affords special experiments in political action; but taken by itself, leads to one-sidedness of view, and strong prejudices. At school *the general programme of universal history* should be put into the mind of every pupil, and if it is not, he will not read wisely, symmetrically, and to edification afterward. And how should this programme be made? Not by human will and wisdom, disposing events under their own narrow lights, as every historian must necessarily do; but as they are disposed in time by God himself. The time of an event is the most significant of its circumstances. The chronological relation is God's disposition of events, every one of which is a *word* proceeding out of his mouth. Let us read *these words* as they lie in Time, giving significance to each other.

This hint to the true method of studying history, deserves a marked attention. It is certainly true, and "pity 'tis—'tis true," that history has not been generally written with reference to discriminating the divine from the human activity, and hardly with a consciousness of the former in the mind of the historians, if we except the case of the Hebrew prophets. But to study history, primarily on Bem's Charts of Chronology—which give the outlines to the eye without human commentary, and without overlaying them with the mass of details that make it hard for the mind to leap from cause to effect, across intervals in which human individualities have time to expend themselves and suffer the recreations which reveal the divine rather than the human will—makes it possible for the student to supply, from his own mind and conscience, that which only the prophet-historian gives, namely, the light of God's truth wherein to view events in their relations to spiritual welfare. The difficulty has hitherto been, to get before the mind the history which is to be understood. There has not been an effective way of making this great acquisition, which is preliminary to gaining the wisdom contained in it. There is such a mass of facts, when we turn our minds into the Past, that the first feeling of the student is a sort of despair. The only reason why history is not a study as universal, and considered as indispensable in common schools as geography, is because there has not been any instrument to help the memory, equivalent to the common school atlas. But Bem's Charts of Chronology profess to be just this effective instrument.

When, fifty years ago, Geography was studied only in verbal discriptions of the boundaries of nations, of the course of rivers, and situations of towns, without an atlas presenting these at once in all their relations to the eye, it was a study confined to the upper classes in schools, and youth generally entered into life with the vaguest ideas of the topography

of the earth. The majority of students never would take the pains to construct a map in their imagination, by the help of the printed words that they learned to repeat; and those few who, by necessity, thought on pictures, were liable to misstate and place the nations in very different relations from the real ones, and this would be a life-long impression in their case. I have heard old people relate amusing facts proving this last observation. I remember the time when the school atlas was first introduced, and how our fathers and mothers were entertained by looking at our maps. And I recollect how one cultivated woman, very well read in history, exclaimed in surprise at the map of Europe, because she had always carried in her imagination the picture of it with Spain between France and England, and this—notwithstanding her hearing so frequently of the Straits of Dover! And again I remember a whole company of gentlemen and ladies, among whom was Judge Story and John Pickering, who guessed that Madagascar was in west longitude. The school-atlas now gives to every boy and girl of twelve years old, in one season, more correct ideas of the topography of the globe, than the most cultivated used to acquire in a lifetime.

As much vagueness and unsatisfactoriness attends the study of history now, in most schools, as formerly attended that of geography; and no more. No chart on the principle of the *stream of time* meets the difficulty, for none gives enough assistance to the eye, which is the natural memorizer, but which can not divide a line into more than five parts without being dazzled, while it is necessary that the symbol of time should be divided into 2,500 or 1850 parts at a glance. Mrs. Willard's "Temple of Time," the most ingenious chart ever besides invented, gives, after all, only a general perspective view of chronology, and no particular dates.

For all these reasons it was, that in 1849, some of the most distinguished members of the Board of Education in Massachusetts (including the learned Secretary, now President of Brown University in Rhode Island) suggested to an experienced teacher of History in Boston, to arrange for American schools, but primarily for the State Normal School of West-Newton, then under the charge of Rev. Eben R. Stearns, General Bem's Charts; which had had such success in France, that they had been, after ample experiment of their efficiency, furnished, by order of the Goverment, into "*toutes les ecoles premieres et les colleges royaux.*"

By help of this method, all practical difficulty is removed from the study of history. Those outlines and general views which were so inappreciable by the memory, when they were hidden in words, are daguerreotyped on it, with scarcely perceptible effort, when the dates are copied by the student himself, in a symmetrical picture, brilliant with colors, each one of which discriminates the career of a nation in time, so far as there is extant chronological data for it.

It is the ingenious representation of *the time*, in a block so divided and subdivided that any year of the 2,500 in the ancient chart, or of the 1850 of the modern chart, can be discriminated at once, at the locality of its present representation, by the glance of the eye, whether intuitive or reminiscent, which solves the most difficult problem of education; because it brings the outlines of the story of humanity into the mind of the youth, through the sensuous fancy, at that age when impressions are indelible. Children, who make this chart, as they first study history, will never know that there was any difficulty in remembering dates, or seeing ends from their beginnings in the doings of nations. And the grown up, who will condescend to make it, as some old men of more than 50 years have done, will be able to rectify a hundred preconceptions, and put all their knowledge into order.

We may hope, therefore, if this plan gets diffused through the schools of the country, that history will no longer be left out of education, as it has been, only because there was such intrinsic difficulty in teaching it adequately, that those who appreciated its value most highly, concluded that it could not be a school-study, but must be left for the mature mind to acquire when school-days were over. The experience of teachers was, that to give its generalities reduced its volume to such a bare skeleton of names and dry statements, as was more liable to disgust and repel interest and general courage to study than to conciliate and excite the imagin-

ation and will; while, on the other hand, it was plain that, in school days, there was not time enough to get these innumerable details, which make up universal history.

But we here speak of the common schools. It is desirable, in all cases, that these Charts should be learnt before details are extensively studied. But it has been the experience of those teachers who have followed the method, as detailed in the "Guide to Recitation" most faithfully, that it stimulates to the Reading of History at once: and I have testimony from many well-known teachers, that they never had so much ground gone over thoroughly, even in school-days, as by students of this Method, who spontaneously consulted all the books within their reach, to enrich their outlines with associations.

Bem's method, as arranged by the "Guide to Recitation," with manual, also, supplies the place of competent instructors of history, which are sadly wanting in American schools. Any earnest teacher can teach the Charts by following the Guide implicitly,—learning himself while drilling the pupil. An invaluable attaiment is made, even if the student gains nothing more in his school-days than the minimum, a knowledge of the Chart. But if the teacher knows, or has time to read the books indicated in the manual, he can give oral instructions at the recitations, or after the Chart has been learned, which shall illuminate it with indelible associations. And the Chart will help any lecturer on Universal History who is familiar with it. It discriminates the periods worthy of the most study, and shows the gaps of the science that need to be filled up by investigations, for which Americans have great opportunities, by their ubiquitous commerce and love of adventure.

No books of history, already owned by scholars or schools, are made useless, but, on the contrary, are more useful by using Bem's method. The manual should, indeed, be the leading text-book, but every lesson may be enriched, by whatever any good books say on the subjects that the dates of the lesson involve. In case of consulting other books, there will often be found a discrepant dating, especially in the times previous to the Greek Olympiads. But this may lead to a new nicety of knowledge. The student will thus learn what periods of history are still subjects of chronological controversy. The discrepant date, with its authority, may, in such a case, be written on the margin of the century where the Chart date is represented. The Chart follows the computations of the authors of *L'art de verifier les dates*, rectified only so far as Karl Otfried Muller, Niebuhr, and Arnold have settled particular events. It makes a Chronology more literally scriptural, on the whole, than Usher's, which is commonly followed in English and American school-books and Bibles; and it harmonizes better with modern discoveries among the ancient monuments. Doubtless, radical rectifications may be made by-and-by, when historical science, properly so called, has made great advances; for now it is hardly a century old.

The proposition that History itself is a new Science, may startle some readers.—But it is true. It is only Peoples, free Peoples, that write history. The sacerdotal governments of antiquity strove rather to conceal the Past, with its revelations, from the darkened multitudes that they governed, than to instruct them in it. And how should historic genius be stimulated, under despotic monarchs?—It is true that modern diplomacy in Europe has made venal historians. Nothing is less reliable than most histories of modern Europe. Only the Hebrews have a history, written out by cotemporaries, previous to the fifth century before Christ. The whole career of Ancient India, China, Babylon, Nineveh, Egypt, Ethiopia, Media and Lydia has left no cotemporary historian. Their whole history is to be divined from monuments. For those ages we have no book but the Bible, whose last historian (Nehemiah) is cotemporary with Herodotus; for the Hebrews only, even when they had a king were free, Religion being with them a love of a spiritual character: "Where the spirit of the Lord is there is Liberty,"—and only there!—There are fifteen hundred years of Greek tradition before the period when Herodutus wrote, and even then there is less than two hundred years of first-rate Grecian history. There is so much, however, because the Greeks, if they did not know the Infinite Spirit, whom the Hebrews worshiped as Jehovah, at least believed in Divinities who were not stocks and stones,

but had, to their imaginations, personal existence, and superhuman forms and attributes: and these they worshiped according to their private judgment.

But after Alexander's death, historic genius languished; for there was nothing to feed it on, in that which constituted the history of the Macedonian, Græco-Syrian and Græco-Egyptian kingdoms, which stretched their stormy career from that event, till Rome conquered them all, in the last 150 years before Christ. There were no Commonwealths all this time, but only individuals struggling in life-and-death battles for supremacy over each other, and power to make the nations, they ought to have tried to bless, tools of their personal caprice and ambition.—Rome, which began to grow into a Republican form, as Greece began to decline, was still but a Conquering Despotism;—and Livy's attempts, in the century before Christ, to write a history of the seven centuries previous to himself, has given a great work of literary art to the world, rather than a history of Rome. His object was not to tell the simple facts, like the Bible historians, or even like Herodotus, Thucydides and Xenophon, "extenuating nothing, and setting down naught in malice," but to glorify the city of Rome as a god, in order to wake up, if he could, the old spirit of patriotic self-devotion.—This he says himself.

We must come down to the most modern times for the best extant history of Rome. It is Dr. Thomas Arnold's, a work that it is an education to read; for it shows that historic events can be viewed and written out in the light of Eternal laws of morality now, as well as of old, if only the historian has moral sense and clear reason. In Arnold's volumes, and those of Niebuhr, who gives the history "from the second Punic war to the times of Constantine, we see how Rome, having trampled out the life-principle of all other nations, with its unscrupulous foot, fell itself through gross repletion."

The Empire of Rome crushed the Genius of Historic Art, whose last pure flash was Tacitus; for Plutarch, like Livy, wrote as an advocate, to illustrate his own philosophy, and the politics he wished to teach his pupil Trajan. For fifteen hundred years after this, History slept *in the dark;* until the Revival of Letters restored to men the Ancient Historians instead of their Romantic dreams. But these historians were swallowed whole, and not examined, criticised, and classified, and their reliable testimony separated from their mistakes, until the last hundred years during which the vail that the Mohammedan power had cast over the seats of the Ancient Empires, since the seventh century, has been lifted by the British conquests in India, and the prowess of Bonaparte's army in Egypt.

Does there not seem to be something providential in the fact, that History first arose from the sleep of ages, just when America was discovered; and that, just when this great Democracy is waking to self-consciousness, and needs to be taught how to dispose the elements of a new world into a truly Christian order, she takes up the telescope of critical observation? Does it not intimate that God would inspire and "purify to himself a peculiar people, zealous of good works?"

But in vain does the Spirit of God intimate this destiny to us, unless we co-operate with it, "with the will and the undestanding also." As Adam fell through the antediluvian ages; as Abraham's family, after being raised through 1,500 years to Solomon's glory, declined from that height in a third of the time; as Christianity itself has been secularized in Europe, so may the renewed call, addressed now to a nation, not to a single man, prove but another wave of the Divine mercy which shall have its ebb also, unless our nation shall, by embodying the Eternal laws of Love and Justice in its constitution and action, realize itself as the son of God and of man at once, without whose union with the Father, there may be no everlasting procession of the Spirit of Truth into humanity; nor may "the life that now is, be made part and lot of that which is to come," nationally, as well as individually. Let us then, "with all our getting, get understanding," and learn ourselves, and teach our children history; so we shall not, in the recklessness of ignorance, lose the ark of our liberties, wherein to keep the charter of our prosperity, in a blind and exclusive delving after the latter in the earth. As Coleridge says, in recommending the Old Testament-history, as the best manual of a Statesman: "It is

only by means of celestial observations, that the seas of this world may be navigated with safety."

And let us waste no time in unavailing methods; but, since there is a method discovered, by which the elements of this most practical of sciences may be obtained as easily as those of other sciences, let it be no longer excluded from its proportionate place in school education. No royal decree here, as in France, can order it into "all schools and colleges," but it must be diffused by the concurring action of numerous Boards of Education, and especially by Teachers who are Teachers.—Hence this appeal.

[From the American Journal of Education.

LETTERS TO A YOUNG TEACHER.

BY GIDEON F. THAYER.

HAVING, in a former letter, briefly touched upon the general subject of school-keeping, I propose now to indicate more particularly what steps are to be taken to secure success in objects at which you will aim. And, in my view, self-examination, self-discipline, self-government, self-renunciation, to a great extent, comprise the most obvious and certain means at your command. These will do more to promote the successful management of your school, than any set of rules, however well conceived or rigidly enforced.

To ascertain and explore the springs of action in one's own mind, is to obtain possession of the key that will unlock the minds of others; than which nothing is more important in the business you have undertaken; and nothing will give more effectual control over those intrusted to your care. And, as this is a leading object with the teacher, and one on which his usefulness mainly depends, it should be, first of all, secured. There are ten persons who fail in school-government, to one who fails in mere instruction. The extent of classical and scientific preparation is of little moment, where the capacity for government is deficient.

Self-examination, if faithfully carried out, will unfold to you natural biases and motives, of which you may now be wholly unaware. You may have been drifting forward on the stream of life, like a deserted ship on the bosom of a mighty river, heedless of your course, and trusting that the right haven would be found at last, without any special agency on your part to avoid the shoals and whirlpools, the obstructions and rocks, that lie exposed or hidden before you. You feel no "compunctious visiting" at this state of things; for you have never been roused to their contemplation. Your attention has never been called to an investigation of those ruling influences which, unknown to yourself, have hitherto led you onward in time's pathway.

You have felt no responsibility, for you have acted for yourself alone; and being, as you supposed, an exemplar or model to no other, have made no effort to alter your course.

The case is now wholly changed.—What you are in motive, principle, habit, manners, will the pupils under your charge, to a greater or less degree, become. There may be points exhibited by you before your school, which in *word* you steadily condemn; but powerless and ineffective will be that precept which your example opposes with its living force. Hence the necessity of this personal inspection. "Know thyself" was the injunction of an ancient philosopher; and it has been reiterated by many among the wise of modern days.

Most of those traits which make what we call character in a man, are the results of education as developed not only by the process of school instruction, but by whatever passes before the eye, whatever sounds upon the ear, excites the imagination, warms the heart, or moves the various passions within us; and the more frequently the mind falls under the same set of influences, the greater the probability that the character will take a stamp conformable to such influences. Hence we perceive, although with some exceptions, a marked similarity in individuals of of the same parentage. But there are traits inherent in the human constitution, and widely differing from each other, as strongly marked as the instincts of animals, which lead one species to seek the

air, and another the water, without any teaching whatever.

The man of nervous temperament will exhibit conduct comformable to it; the phlegmatic, to it. The acquisitive tendency produces the avaricious man; the taciturn, the silent man. Although the operations of these original elements in our species can, perhaps, never be entirely reversed, they may, under the faithful training, be so qualified as to make them subserve the cause of duty and humanity; for we are never to admit that the great Creator made anything but for the promotion of the ultimate well-being of his creatures. As, on the completion of six days' work, he saw that "it was very good," we are bound to believe that every element in man's nature, whether physical, moral, social or intellectual, was intended to become the instrument of good in some department of the great system of things, however perversion or excessive indulgence may sometimes produce the very opposite effects. To say otherwise, would be like asserting that light is no blessing, because it may dazzle or blind the eye; or that fire is a curse, because it sometimes consumes our dwellings or destroys our treasures; or that water is our foe, because it may drown us.

It being established, then, that ours is a complex nature, and that, without an adequate knowledge of it, as existing in ourselves individually, we cannot do all in our sphere, of which we are capable, for the benefit of ou fellow-beings, the acquisition of this knowledge becomes our first duty; and especially, when we put ourselves in a position to stamp an image of our spiritual selves upon those who are committed to our influence and our training.

Our first care, then, in this business of self inspection, is to ascertain whether we have any tendencies or proclivities that militate with our highest idea of a perfect man; whether our motives are lofty, our affections holy, our principles upright, our feelings and tastes pure, our intentions unselfish, our habits such as they should be. Every one has a beau ideal in his own mind; and, if we feel below it in any of these particulars, we are to set about bringing ourselves up to the standard we have assumed.

In this great work we shall need aid beyond ourselves. In fact, self-love will be continually blinding us, or leading us astray from a strict and righteous judgment; and, to enable us to be just, we must as constantly seek for aid where only it is to be found.

Having, then, ascertained the defects in our character, our next step is to impose that self-discipline which reformation requires. It may be difficult,—it doubtless will be; but the result will be worth more than its cost. The work must be commenced in strong faith, with an unyielding will; and a resolute perseverance will achieve the victory.

Have you doubts as to how you shall begin upon the new course? Phrenology teaches that every organ has one antagonistic to it; and that by exercising it, and suffering its opposite to lie dormant, the former will enlarge, and the latter shrivel for want of exercise. Take a hint from this. Have you discovered that your motives centre in self? Seek every opportunity for benefiting others, even at some personal sacrifice. Have you found yourself indulging in any passion? Cultivate a feeling of gentleness and forbearance.—Put yourself in the way of meeting provocation, that you may learn, by practical experience, to resist the temptation to the evil. Have you detected a love of ease, or of inaction or indolence? Nerve yourself to a vigorous attack upon the propensity or *habit*, if it has already become such, assured that, if continued, it will prove fatal to every noble purpose. Have you accustomed yourself to speak ill of others, or encouraged slander or gossip in your associates? Resolve to check it where you can, whether in the domestic circle, or abroad among strangers; and resolve, as a general rule, to be silent where you cannot commend. If others are unjust to you, be forgiving and generous to them. If the cost or inconvenience be great, the discipline will be all the better and more useful. It is by such trials that the character is to be improved and perfected. It was not sleeping on beds of down that prepared the men of '76 to endure the unutterable hardships of those days; but a long and severe training in the rigorous school of adversity and self-denial. It is the wielding of the heavy sledge that imparts vigor to the arm of the smith; while

the same brawny limb, confined in a sling, would soon wither into imbecility.

Thus, then, are you to treat propensities and habits, and every sin or defect, which you find besetting you or opposing your progress towards the standard you have set up for your own attainment.

A discipline like this terminates at last in that self-conquest so important in every situation of life, and is of unspeakable advantage to him who is the guide of the young in the beginning of their career.

The importance of self-government has been proverbial from the days of Solomon. It enables its possessor to make the best use of his powers under any circumstances that may arise. It decides the contest between two individuals, in other respects equal, declaring for him "who ruleth his own spirit." Nay, it comes, in lieu of intellectual power, in the dispute, and secures the victory to him who is in other respects the weaker man. It is highly useful in every sphere; and, in that of the teacher, is in requisition every hour of the day.

The last of the elements of preparation is self-renunciation, or self-sacrifice, a state of mind the most difficult to reach, and yet the noblest of all; for it was the leading characteristic in the Great Teacher—the purest, safest model for every other teacher.

You will, very naturally, in the outset of your pedagogical course, feel jealous of your authority and dignity, and require a deference and respect from your pupils, which, if withheld or rendered tardily, you may be disposed to resent or make the occasion of severe discipline to the offender. It is fitting that this point should not be neglected; but be not hasty to act or to adopt extreme measures in such a case.—Assure yourself first that disrespect was *intended*. The low state of manners at this day is notorious. In many families, of good standing in the world, it is a subject that scarcely comes within the cognizance, or, apparently, the thought of parents. The children are not trained to observe the courtesies of civilized society, but actually grow up like the untutored savage of our western wilds. If any refinement exists around them, they are somewhat affected by it; but they do and speak as others—leading individuals in the families—do. Hence, many a noble-spirited boy enters the school room practically unconscious of the claims of the teacher to any token of respect from him, that had never been required around the hearth-stone of his own home. Consequently, his manner may be rough, his tones loud and coarse, his language ill-chosen, his carriage clownish, even on his first introduction to the teacher. Should such a one come under your observation, judge him not hastily; check him not harshly. There may lie within that repulsive exterior the best elements of our nature; and he may be wholly unconscious that he has infringed any of the laws of civility. Ascertain, therefore, the facts in the case, before you arraign him for his delinquency.

Every variety of temperament, too, may be found among your pupils. The merry, the daring, the timid, the artful; one, so overrunning with fun and frolic, that he commits many a breach of good manners quite involuntarily; another, easily excited by passion, answers rudely, under its impulse, when, in his sober judgment, he would stand self-condemned, although his pride might forbid his acknowledging his fault.

Cases will be continually occurring to test the principle of self-sacrifice within you; and well will it be for your own happiness, and better still for your pupils, if you shall have so firmly established it, as to enable you to endure from them, for a time, what you would, perhaps, be disposed, if coming from others, to consider an insult.

But do not misunderstand me. I would have you pupils behave with strict propriety; would have you enforce it as a rule. My object in these remarks is to guard against precipitate action; nay, to prepare you to carry the martyr-spirit into your government, when the welfare of the children shall require it. The mother sometimes comes to her knees before her offending child. The spirit that dictates such an act should move the teacher in cases demanding it. Cases so extreme would rarely occur in school; but when they do happen, he should be prepared to meet them in this maternal spirit.

When the first Napoleon had an object to gain, whether it was the carrying of a bridge, the taking of a city, or the subduing of a kingdom, difficulties did not daunt

him, nor the cost in men or treasure cause him to waver in his purpose. The only question was, "how many men will it cost?" and they were detached for the service. With a similar determination, but for a far nobler end, the teacher is to ask himself, "what amount of labor, what degree of personal sacrifice, will it require of me to save this child?" The question being solved, the generous effort is, with Bonapartean promptness, to be commenced. The debasing passion is subdued; the repulsive habit reformed; the evil tendency put in check,—and the boy is redeemed!

Do you ask me if *this* is the preparation for keeping school? I answer, the course I have recommended comprises the initiatory steps. They are the most necessary ones of all; first, because they involve the highest good of a human being; and, secondly, because they come not within the scope of the examination of school committees, either at the time the teacher receives his certificate of competency to take charge of a school, or at the public examinations, when he appears before the people, to prove or disprove the accuracy of the committee's written opinion.

I am well aware of the check that this perversion of the relative value of things among School Committees, must have a tendency to impose on the ardor of a young teacher of high aims; and how great the danger to discouragement that he must have to encounter as he anticipates the non-appreciation of his acquirements in his school of self-discipline, among those who are to be his publicly constituted legal advisers or directors.—Still, I cannot consent that he should lower his standard. If he adopts the teacher's vocation as a permanent one, these things will be needful to his complete success; and he should be ambitious, for the benefit he may confer on his pupils, as well as for his own fame, to leave such marks of his training and careful instruction on their feelings, habits and principles, as will show to the good and wise that he measured his duty in the schoolroom by a standard more lofty, more grand, than that which is satisfied with a moderate acquaintance with grammar, geography and arithmetic. These in their order. I would not derogate an iota from their true value; but I would have, without any compromise whatever, those things take the first place, on which the character, integrity, moral worth, and that happiness which springs from pure fountains, and which is alone worth striving for, depend.

The teacher who conscientiously believes this, and has made a faithful effort to fit himself to carry out the views presented in this letter, is worthy to mould the rising race,—to fit the embryo men to become voters under a free government, to become legislators capable of making wise laws, and upright magistrates to execute them.

Such teachers the republic emphatically needs. Such must be had, if we would perpetuate the glorious institutions of our Heaven-favored country. Prosperity in commerce, in wealth, in power, in fame, in population, is of little value, if there be not a foundation in something more substantial—more enduring; if, in short, public and private virtue be not the grand basis—"the stability of our land."

The foundation of all practical education must be in the department of morals; and this should be insisted on by all supervisors of schools throughout the land. Teachers should be examined in this as "the principal thing;" and if found deficient, whatever their attainments in science, should be rejected. It is full time that some practical use should be made of the doctrine assented to by all, that the moral and social nature should be educated; and this can be best secured by engaging the services of persons who have made it a matter of particular attention.

[For the Journal of Education.

MUSIC.

There's music in the sun-shine,
Streaming through the trees,
Music in the star light,
Soft music in the breeze.

There's music in the water fall,
And in the budding flowers—
Music in the bird's song,
Glad music in the showers.

There's music all the world around,
Sweet music in the air:
For looks and words, and tones of love
Make music everywhere. C. E. A.

[From the Ohio Journal of Education.

THE RELATIONS OF SCHOOL BOARDS TO TEACHERS.

THEY must be exempt from all favoritism. The man who urges his wife or child, or favorite neighbor into a school should be told he has mistaken his mission. No person, so related to a member of a Board, should ever be employed, unless there is a strong outside demand for it. As in many other things, "the very appearance of evil" is to be avoided here. A little indiscretion brings upon a Board such a charge of partiality as to cripple them in all their school duties.

All favoritism aside then; a fair open understanding should be had, and a definite contract made with the teacher.—The specific requirements—such as the specific branches to be taught—the order to be maintained—the deportment in and out of school to be secured, etc., are all subjects of special contract. If you were hiring a joiner to build you a house you would have a fair contract, specifying every thing, even to the number and kind of doors, the window casings, the cupboards and the closets and then you would *hold him to the contract.* Suppose now you hire a teacher with a general certificate of qualifications, and a general guessing that he or she will keep a pretty fair school, with no distinct specifications of what will be expected and required, you do just what in all common business transactions would lead to bankruptcy and ruin.

Again, suppose a teacher has been hired without favoritism, and with special contracts, then suppose that teacher proves quite incompetent, (and the Board should not let many days pass before they know how this is,) suppose the teacher fails in any essential thing, here comes one of their severest trials. Duty says, dismiss the teacher and seek another.—Expediency says, do not make a disturbance—don't risk any excitement among influential friends—don't offend an amiable person—don't cut off a much needed compensation. *Duty says dismiss that teacher.* Expediency says, let it run along through the term—another year; may be the evil will cure itself. DUTY SAYS, DISMISS THAT TEACHER. Expediency says, it will make an opposition to the school; it will make us odious; we shall be blamed, slandered perhaps. Now which shall prevail, duty or expediency? Which does commonly prevail? I regret to say, expediency—a low, miserable fatal expediency. The tendency is in that direction; and in so far as it does prevail it is most disastrous to any school system. Let this expediency come, as come it may, in whatever form, it is to be condemned, despised, repudiated by every school Board.

You will not understand or *mis*understand me to say that school Boards may exercise any arbitrary control — may clothe them with 'a little brief authority' —may sympathise with complaints from disorderly scholars, or dissatisfied parents. That I despise and condemn. Nor do I say a teacher may be dismissed for a first, second or third failure, if that teacher shows a willingness and power to recover the school. Any discerning man can soon tell whether a teacher is willing to make the needed effort, and if willing, whether capable. A teacher who had succeeded another in the middle of a term, and who had been told she would be expected, by the use of reasonable means only, to suppress all communications between the scholars in school hours, and other similar things, was asked, after a few days, how she succeeded. She replied: "I have not accomplished it yet, but if I stay in this school I *will.*" That teacher could be allowed much longer probation. Another teacher had serious disorders pointed out to her, and was requested to correct them. "O," said she, "I don't think it is well to be too severe; I guess you can not prevent such things." It was high time for that teacher to start.—It is not of course till after fair trial and fair warning that the last resort is to be had. But when the incompetency is ascertained, be the cause what it may, then if the Board fail to march right up to duty the wrong men are in the Board. A disastrous policy is adopted; the moral sense of that school and of the community is outraged.

Our schools must be conducted on principles of strict justice and impartiality.—They are sacred public institutions, established for the good of all. Any hu-

moring individual caprice—promoting private selfish interests, or yielding points of wholesome discipline, to meet particular preferences and prejudices—any relation sustained to scholars or teachers, that prevents even handed justice to all, and allows special favor to none, is a fatal policy, a disastrous relation.

The correcting or dismissing incompetent teachers is not the whole duty of a Board. A majority of our teachers, (thanks to this Association, among other influences,) are really competent, worthy men and women, who teach the best things in the best way—who can administer needed discipline to Young America, or needed rebuke to his over indulgent mother. Against such teachers Young America and his blinded mother, and their partial friends, often manage to raise a storm of indignation. Complaints of abuse are made, accompanied with orders for a change in discipline, or a removal of the teacher, or the real alternative, "I'll take my boy out of school." Here the Board should protect and defend the teacher, and carry such an even hand as shall establish good discipline.

No Board should ever attempt or be allowed to attempt the ordinary government of the school. Teachers who cannot govern without resort to the Board should resign. But the Board should make the whole weight of their personal and official influence felt in sustaining the teacher in the discharge of his duty. Some extreme cases, requiring expulsions, may be referred to them perhaps. And then they should act promptly and decidedly. And never should any ignorant and conceited father, or vexed and weeping mother feel that he or she can gain any sympathy, any thing more than the cold civility of a hearing, from a Board. No matter if "dear George Washington Lafayette's back did carry the black marks for a day" nor if the shoulders of Benton Decatur Jackson "had to be in tea a whole week to remove the scars."—No matter if they don't "believe in mauling and pounding the poor innocents."—It is to be assumed that George Washington Lafayette and Benton Decatur Jackson are not injured for life. And their mistaken parents should be firmly told, that though the discipline was "not for the present joyous," yet it was to be hoped it was thorough and would be effectual—that it would "work out the peaceable fruits of righteousness." The strong arms of the Board should be thrown about the injured innocence and the natural timidity of teachers, especially the young and the female teachers.

Boards of Education should be ever ready to encourage teachers in making improvements, — improvements in the course of study—improvements in text books—improvements in discipline—improvements in every thing belonging to school routine. They should not themselves, and they should see that their teachers do not grow stagnant and stereotyped. They should see that the utmost improvement is made of the time, so that new studies may be introduced. And they should be ready when the time is gained to recommend those studies, or approve them when proposed by the teachers.—Thus, in addition to the studies required by law, a place should early be made for vocal music, both in the science and the practice—for drawing, at least so far as to cultivate the eye or steady the hand,—for Physiology, embracing the important vital functions—the process of respiration, digestion and circulation, the importance of ventilation, and all the general laws of health. Last but not least, time should be gained for a regular and systematic course of moral instruction, such as is contained in the series of "Moral Lessons," now preparing by one of our most successful teachers, M. F. Cowdery. If that work is not speedily adopted as a regular school book, and daily taught in our schools, somebody will be to blame. Such teaching may, added to its mental training, save us from the gigantic frauds of a Meigs and a Schuyler, or from such villany as the burning of the Martha Washington. Boards of Education should watch for such books and be prompt to introduce them—and to introduce all substantial improvements.

Again, they should know what sort of work their teachers are actually making. There is not a man of us all who would let a carpenter build a house for our families, or scarce a stable for our horses, without having at the commencement a well settled plan, and a definite contract. And then we should keep up a constant oversight and supervision. We should

visit him frequently and watch him closely. We should make suggestions and give advice. And when the work was done *according to contract*, we should congratulate ourselves on the care which secured it. But how many of us send our own and our neighbor's children to secure their intellectual and moral fashioning, and seldom or never visit the place where it is done. The workman is placed there without much definiteness of contract, and then is seldom visited or encouraged. All the acts of that workman reach to an endless future, and take hold on that future; and yet we give him no sympathy, no suggestions, no advice, no any thing, but cold neglect and may be unfeeling censure.

Boards of Education have not done all their duty when they have established good schools. They owe it to the community to diffuse information among the people—information in regard to the advantages of properly classified schools, that well taught public schools give a more thorough and systematic education at from one-half to two-thirds the expense of private schools,—information in regard to a liberal expenditure of money for good schools, that it is the most profitable investment of money that can be made,—information in regard to the relations of ignorance to crime, that it is the chief source from which our poor houses and penitentiary are filled,—information in regard to the connection between the intelligence and the enterprise of the State; that that intelligence has built our plankroads, our canals, our railroads, has added millions to our wealth, and has made us the third State in the Union in population, and the second, if not the first, in intellect and education—information in regard to the effect of intelligence in cultivating a taste for pure and refined enjoyments, thus leading our youth away from low and groveling pursuits—information in regard to the effects of well governed schools, upon habits of order and obedience, that they tend directly and strongly to make our youth sober, industrious, law abiding citizens—information in regard to the right of the State to tax all the property of the State for the support of the schools, that the right comes from the duty of the State to protect her people—that the public schools are cheaper and better protectives than court houses and prisons, and that it costs indefinitely more to arrest, try, imprison, or hang a man, than it does to educate him, so he won't need to be imprisoned or hung — information in regard to the school system and school law of the State, that they are among the best ever formed, needing very little modification or amendment, and that they are to be executed and made effective, not grumbled at, and neglected and resisted.

These are some of the relations and duties of our Boards of Education.

But all this requires intelligence, vigilance, decision of character, and a hearty interest in the work; certainly it does.—At the beginning I said our Boards should be composed of men of such natural and acquired abilities as to command public confidence. They need to possess such qualifications, and give such an amount of care and attention to their work as is supposed to be essential to much more conspicuous stations. Were I an office-seeker (as I am not) my highest ambition would be realized in being a member of a non-paid, intelligent hard working Board of Education, in the *Ohio Common School System.*

THE SCHOOL BOY.

BY JAMES STEPHENSON.

BEHOLD! along yon path which winds around
The mountain's rugged brow, a little boy
With book and dinner satchel in his hand,
And face as rosy as Aurora, when
She first awakes the infant buds of spring,
Winding his way to school, the school where oft
His sires mingled in the sports and wars
Which gives variety and spice to youth.
Anon he whistling turns aside to pluck
The flowers wild, which in profusion rear
Their tiny heads above the green-robed sod,
Filling the air with such a sweet perfume,
That angels might almost be tempted to
Come down from the ambrosial fields on high,
And claim a portion of the home of man.
Again he sees a wanton butterfly,
Sporting amid the lilies of the vale,
And sipping honey from their lips;
Attracted by its wings of various hues,
And seeming quite forgetful that those wings
Can bear it from his eager grasp away,
He starts in haste to catch the favorite prize,

Which like the noon-day sunbeam breaking thro'
The fragmentary clouds, now dances here,
And for a moment brightly glitters there.
Oh! happy boy. To him existence is
Devoid of all that can torment the mind.
His soul flows sweetly in the channel of
Delicious dreams, and with the beautiful
Alone communes. The minstrels of the wood
That woo him morn and eve with sylvan songs,
He deems the Peris of his Paradise.
How blest were we if riper years did not
Tear down the castles that we build in youth.

[For the Journal of Education.

COURSE OF INSTRUCTION FOR OUR SCHOOLS.

NUMBER FOUR.

TO review briefly: The course of study I would prefer, is—1. Vocal Culture, Reading, Speaking and Singing.—No school can dispense with the refining and subduing influence of music, and prosper. I have said, under the head of Reading, all that need be said upon this branch. They are but different modes of using the same instrument—the human voice—and the same general rules apply to all.

2. Penmanship and drawing—connecting therewith, at an early date, composition writing, thus affording a good opportunity for instruction in the elementary principles of English Grammar—making of writing an intellectual exercise, thereby exercising a reflex influence upon Chirography, as every one would have a natural desire to see his brain children neatly dressed.

Mathematics—trusting more to the head than the fingers.

4. Physiology and Hygiene.

5. Geography and History.

Of the time to be devoted to each, I have already spoken, and I need but to recur to the statements made at the outset, that all study is a life work. In public schools, only primary principles can be learned, a foundation laid, thought in its early existence, developed, molded and directed. I know of no time in life, when either of the branches specified, can be entirely discontinued without serious detriment to the man. When each must be commenced, is a question to which no definite answer can be given. It must be decided by the intelligent Teacher in accordance with the circumstances by which he is surrounded. As, however, all these branches cannot be pursued at one time in our Public Schools, I would mention as those which may be intermitted with least loss, Physiology and Geography.—After the first two or three years, Penmanship may be made a semi-weekly, and anon a weekly exercise. Vocal culture, Mathematics and History, should have no intermission. After all, Text Books contain but little, which alone would answer the great end to be accomplished by their use. The example and practice of the living Teacher can alone make the Text Book *effectual*. How slim would be our dependence for *men*, genuine *men* and *women*, if we were to look for them only in schools where the pupil is chained to the Text Book, and the Teacher is but the Author's mouthpiece. We are to find our embryo men and women in schools where the Teacher is not afraid to breast the popular current of demand for "ologies," "thorough knowledge in twelve lessons," and all such humbuggery, and makes use of the Text Book as a Mason uses a scaffold, by means of which, he molds into proper shape the brick and mortar of thought, which will stand as firmly without the scaffold as with.

It is impossible to overestimate the importance of correct habits on the part of the Teacher, as those he comes in contact

with, take a lasting impress from him.—Aside from the instruction of his lips, the daily lessons they are learning from his conduct do much to form the character. Habits of neatness, order, punctuality, kindness, respect, mildness, and love to his fellows and his God, should be inculcated, as essential to the formation of a sound and stable character.

A celebrated musician while studying in Germany, was kept by his preceptor for seven years practicing upon the scales without so much as playing a tune. At the end of that time, no tune was too difficult for him to perform at first sight.—Let us learn the lesson it teaches. While then we may differ upon the authors we would follow, or the order in which we would pursue them, we cannot deny that *Thought* is the only true basis of a sound education, and that no *course of study* ignoring this is a fit course to be pursued in our Public Schools.

Lay the foundation deep and broad,
In love of man and fear of God.

Platteville, Wis. J. L. P.

[For the Journal of Education.

ITINERARY.

Leaving Platteville April 24th, by easy stages and with good nights' rest, I reached Jacksonville, the "Athens of Illinois," about noon of the 26th. While at Springfield I had the opportunity of visiting the State Cabinet, collected by Dr. Norwood, State Geologist. Dr. N., as also his assistants, were absent, and I missed very much a guide, though I observed some very fine specimens of Fossil Remains.—It is well worth a visit and more time than I could give it.

In passing from Springfield to Jacksonville, one almost wonders at the necessity of any other than Nature's grading for a rail track. A single farm of *ten thousand acres*, afforded no little surprise to some 7 to 9 easterners, who could not plough a field without turning their teams every five or ten minutes. This farm belongs to some member of the *Strawn* family, the head of which, Mr. Jacob Strawn, "the Illinois drover," has probably done more business than any other man in Illinois of his age.

Jacksonville presents outwardly a very *benevolent aspect*, having upon its South the State Lunatic Asylum; upon its West the Asylum for Deaf and Dumb, and upon its East the Blind Asylum.

Her churches, colleges and school edifices bespeak intelligence and morality, while neat streets, tasteful residences and pleasant grounds, indicate the refinement of her citizens. I love to look back upon the moments spent in the society of such of her citizens as I became acquainted with. No hour of my life has ever been passed more pleasantly than one in conversation with the *venerable* Father Adams. He is now in his 84th year; 50 years of his long and useful life have been spent in *teaching*. For 23 years he was Principal of Phillips' Academy, Andover, Mass. More young men have been fitted for college under his tuition than under that of any other man living. At the age of 70 he commenced the work of S. S. Missionary, and has since that time gathered more than 16,000 children into S. Schools. His master will soon call him to his examination and to his reward. Fellow Teacher, could you have witnessed the enthusiasm of this venerable man, as he spoke of the labors and the earthly rewards of affection of hundreds of those who had been under his care, you would have returned to your work, as I did, strengthened and with new devotion to the

to the great work of Teaching. *Fifty years* of toil, but a life of happiness and an eternity of bliss. How sweet to such a one, the memory of the past, for

"Who would drop one pleasant link
From memory's golden chain,
Or lose a sorrow, losing too
The love that soothed the pain."

May it be said of each one of us, as it may with truth be said of him—

"Age sits with decent grace upon his brow,
And worthily becomes his silver locks,
He wears the marks of many years well spent,
Of virtue, truth well tried, and wise experience."

The Faculty of the Illinois College, some of whom have toiled for more than a quarter of a century, are beginning to realize some of their hopes. A fine building is in process of erection for Chapel, Library and Recitation purposes. The fire which deprived them of their principal college building some years since compelled them to adopt a different plan from that pursued by most Colleges, and which they now do not design to change. The students find their rooms among the citizens with whom they board. They spend three consecutive hours, from nine to twelve, in Recitations. Their course of instruction is thorough, and is imparted by good disciplinarians.

Their catalogue for the present year shows quite a gratifying attendance of students.

An hour or two was passed very pleasantly with the President of the Female College, under the patronage of the M. E. Church. Their arrangements for board and rooms for students are of the first order. The young ladies of the school are connected with rival literary societies, each of which has a fine room splendidly furnished, for Libraries and Meetings. I found Mr. Andrews, the President, a faithful and active man, under whose management the Institution seems very prosperous.

The work of instruction is performed by some 13 assistants, principally. The number of pupils in attendance is about 250 this year. The Institution reflects great credit upon the denomination which has adopted it.

The Female Academy, under the control of the Presbyterian Church, is doing a good work. They need greater accommodations, which will probably be furnished during the present summer.—With the Principal I had no opportunity of becoming acquainted, but formed a favorable opinion of his ability from the corps of assistants he has about him.

But no where did I find better disciplined classes than in the High School Department of the Public School, under the charge of Mr. Bateman. Had time permitted, I could have spent a full day with him with great profit to myself.—There is no noise, no ostentation, but steady, quiet, and thorough work. His building, in its exterior, is promising; but is not as well finished and arranged internally as it it should be. Mr. Bateman told me, that for 12 years teaching he *had never been a minute behind time* at any of his appointments. In this is one secret of his success.

I met at Mr. B.'s school, Mr. C. E. Hovey, Prest. of Illinois Teachers' Institute, and Editor of the Illinois Teacher, and formed with him a brief but pleasant acquaintance.

Of further items of my visit, next month.

Platteville, May, 1856. J. L. P.

☞ Education is the well-spring from which arises all, for either good or evil.

ROCK COUNTY EDUCATIONAL CONVENTION.

In accordance with the call of the State Superintendent of Public Instruction, the Convention met at the Chapel of the Central School Building, on Tuesday, May 6th, at 10 o'clock, A. M.

Rev. Hiram Foote was elected President.

Rev. G. W. Lawrence, Vice President.

O. N. Gorton, Secretary.

H. W. Collins, Janesville, H. W. Van Gelder, La Prairie, E. H. B. Harvey, Fulton, Miss F. Foote, Janesville, and Miss M. W. Pierce, Janesville, were appointed a Business Committee.

The names of thirty-three Teachers, Town Superintendents and friends of Education were enrolled, after which an interesting paper on Physical Education was presented by Hon. A. Constantine Barry.

Adjourned, to meet at 2. P. M.

AFTERNOON SESSION.

Hon. A. C. Barry in the Chair.

The Business Committee reported a programme for the evening.

The following resolution was then offered for the consideration of the Convention:

Resolved, That, as a Convention, we fully endorse the list of Text Books recommended by the State Superintendent for the use of schools, and would most cheerfully recommend its adoption by Town Superintendents, District Boards and Teachers in this County.

After a spirited discussion the resolution was referred to a special committee, consisting of O. N. Gorton, H. W. Collins and D. R. Spooner,

Rev. G. W. Lawrence presented a paper on Moral Education in our Schools.

Adjourned, to meet at 8 P. M.

EVENING SESSION,

G. W. Lawrence in the Chair.

An address was made by Hon. Jas. Sutherland. Subject, "Wisconsin."

H. W. Collins made remarks on School Houses, their Location, Surroundings, and Internal Arrangement, in which he showed the evil effects resulting from bad ventilation and uncomfortable seats.

Adjourned, to meet at 9 A. M., May 7.

SECOND DAY.

MORNING SESSION.

The Convention was called to order by the President.

A committee of three—Messrs. O. N. Gorton, A. C. Spicer, and H. W. Collins—were appointed to consider the propriety of holding an adjourned session of this Convention.

A paper was then read by G. S. Dodge Esq., on Physical Education.

Reports from towns being in order, the following, viz: Harmony, Milton, Johnstown, La Prairie and Janesville City were found to be represented.

The Committee on Text Books reported the following resolution:

Resolved, That, as a Convention, we commend the action of the State Superintendent in taking the initiatory step towards securing a uniformity of text books in this State.

After a prolonged and animated discussion, the resolution was laid on the table.

Adjourned to 2 P. M.

AFTERNOON SESSION.

The Committee on Teacher's Association, &c., reported the following recommendation: The immediate organization of a County Teachers' Association, auxiliary to the State Teachers' Association. Also, that a County Teachers' Institute be held, under the auspices of the County Teachers' Association, and the Superintendent of Public Instruction, at the city of Janesville, commencing the last Monday of October next, and continuing in session one week.

Report adopted.

Miss E B. Lowber read a paper on the best mode of governing and employing small scholars in school.

Messrs. Spicer, Collins, Williams, and Misses Stone and Stevens made remarks upon the same subject.

Mr. H. W. Collins presented an address on School Government.

Mr. D. R. Spooner presented the following resolution:

Resolved, That the State Superintendent be requested to call the attention of the Legislature to the small remuneration paid to Town Superintendents.

Adopted.

Adjourned to 8 P. M.

EVENING SESSION.

Hon A. C. Barry delivered an address on "The Education of the Masses."

Adjourned.

H. FOOTE, Pres.

O. N. GORTON, Sec'y.

ROCK COUNTY TEACHERS ASSOCIATION.

In accordance with the above recommendation several Teachers and others interested in the cause of Education met in the chapel at the Central School building on Wednesday, at 8 o'clock P. M., for the purpose of effecting an organization.

Hon. A. C. Barry was called to the chair and O. N. Gorton appointed Secretary.

On motion of A. C. Spicer the Association was organized by adopting the following:

CONSTITUTION.

Art. 1. This association shall be called THE ROCK CO. TEACHERS' ASSOCIATION, and shall have for its object the mutual improvement of its members and the advancement of public education throughout the State.

Art. 2. The Association shall consist of persons engaged in teaching in the county, and of persons engaged in the cause of Education; each male member paying one dollar annually. Honorary members may be elected at any annual meeting, who may, by the payment of the annual fee, become acting members.

Art. 3. The officers of this Association shall be a President, a Vice President, a Secretary, a Treasurer, and a Board of three Directors, who with the President and Secretary, shall constitute an Executive Committee, any three of whom may constitute a *quorum*, to be elected by ballot at each annual meeting.

Art. 4. The duties of the President, Vice President, Secretary and Treasurer shall be such as pertain to the same offices in similar Associations.

Art. 5. The Executive Committee shall arrange business for the annual meetings, procure lecturers for the same and through the Secretary of the Association, who shall be *ex-officio* their secretary, conduct such correspondence as may be deemed advisable. They also shall have power to call special meetings of the Association, to fill all vacancies occurring in the offices, and shall make to the Association an annual report of their proceedings.

Art. 6. The annual meeting shall be held at such time and place as the Executive Committee shall designate; and any five members who shall meet at a regular or special meeting shall constitute a quorum for the transaction of business.

Art. 7. This constitution may be amended at any annual meeting of the Association by a vote of two-thirds of the members present.

The following officers were elected to hold their offices until the annual meeting to be held on the last Monday in October, in this city:

President—Prof. A. C. Spencer, Milton.

Vice President—A. W. Collins, Janesville.

Treasurer—W. C. Dustin, Beloit.

Board of Directors—Messrs. D. R. Spooner, Johnstown, G. W. Lawrence, Janesville, Miss E. B. Lowber, Janesville.

A. C. BARRY, Ch'n.

O. N. GORTON, Sec'y.

Janesville, May 8, 1856.

The above, from the Janesville Daily *Free Press*, is indicative of educational progress in Rock County. This Convention was the first of a series appointed by the Supt. of Public Instruction. The weather was unfavorable, consequently only the towns nearest Janesville were represented, and the Convention was not as large as we had hoped it would be; yet, it was, in some respects, very interesting. The papers presented the first day are highly commended, and so are the addresses. The Resolution to endorse the "Text Books" recommended by the State Superintendent, and to recommend their adoption and introduction into the schools of the County, as is indicated by the Secretary's record, gave rise to a spirited discussion. It was found that a difference of opinion exists, not only in respect to the quality and merit of the

books recommended, but also in respect to the propriety of attempting to enforce a uniformity. Upon the second day, this difference of opinion was still further and more decidedly developed, during a protracted discussion. This subject is worthy of consideration, and it is hoped that it will receive that attention from experienced educators which its importance demands.

The paper presented by G. S. Dodge, Esq., abounded in good suggestions, and possessed positive merit, and was designed to show that any system of education is imperfect which fails to provide for the physical development of the youth. The colloquial remarks following the papers presented upon "The best method of employing the time of small scholars in school, and the best means of properly influencing and controling them," were of a highly interesting character, being really practical in their nature, and better calculated to instruct and benefit than set essays or addresses. They had reference to the little ills,—the little embarrasments and perplexities incident to the teacher's profession.

We would suggest that much good would be secured in our Educational Conventions by more frequently engaging in conversation, when an individual can throw off the restraints accompanying the idea of speechifying, and feel at ease and consequently unembarrassed. From many a timid female who could not stand up and deliver an address, may, in this way, be elicited remarks in respect to the philosophy of teaching, of entertaining and governing youth and overcoming evil dispositions, eliciting thought, and developing the idea of responsibility, directing the sympathies, and preparing the pupil for happiness and his great destiny, of the highest value.

The remarks of Miss Stone were entertaining and instructive. She did not profess to be a very dignified teacher, for frequently she deigned to be familiar with even the poorest and smallest of her scholars, and even sometimes went so far as to participate with the scholars in their plays; but for some reason she always secured the love of the scholar and consequently their obedience, and in teaching some ten years had never whipped but three scholars, and those *young men*, and that for swearing at her. The principle of love and sympathy should govern.—She liked those loving teachers to whom reference had been made by others, and did not believe in whipping only as a last resort, but she *would whip young men who would swear at her.* The scholar should be made to feel that he is respected and regarded with kind wishes and sympathies by the teacher.

Miss Stephens illustrated the effect of kindness toward a wicked boy, which had ever after softened his harsh spirit, and curbed his high temper, while in her presence, showing that government by kind and gentle means, is not only the surest way to control, but the *only* way to effect a permanent reform.

The writer of this spoke at some length upon a thought suggested in the paper read by Miss Lowber, "That the Teacher should always be truthful, and should never say what he did not feel, as the child would soon learn the language of the heart, whatever might be the language of the lips." He thought that most of our efforts to teach morals (from which alone can spring good manners,) were ineffectual because of the lifeless and unfeeling manner of these efforts. These attempts were generally so devoid of soul, so destitute of animation and real sympathy with the subject, on the part

of the teacher, that the only effect was to chill the sympathies, and to lull into indifference the emotions. Add to this, a lifeless method of conducting all the other exercises of the school, and the scholar will ever after loathe the school room, and hate the thought of "*study*." Save our youth from the *killing* influences of the *rigidity*, the *frigidity*, the *austerity*, and the *tyranny* of the *soulless*, *heartless* and *lifeless instructor!* The teacher of our youth should be *alive*; should have a *heart* and a *soul*, with sympathies alive to all the wants of the youth; and sho'd *feel*, in his very soul, *all* he attempts to teach, and should be animated and inspired, daily, with a love for his work—should feel a holy enthusiasm as he comes in contact with the mind of youth whose destiny he is to control.

This is the great secret of success in teaching anything, but especially in teaching morals or religion. The warmth of the instructor's heart, and the sympathy with, and love for, the sentiments he inculcates, as read by the scholar from his countenance, alone can enkindle that sacred flame upon the altar of the youthful heart, which shall give an abiding and controling love of the virtuous and the good.

Mr. Williams thought it an excellent way to interest and entertain the scholar to give each a slate and pencil, and induce him to write, or print, on the slate, a composition, in which exercise in a little time all would become much interested, and so entertained as to be of little trouble to the teacher.

The address of Mr. Collins on "School Government," was not only appropriate to the occasion, but it took high ground, and was practical. On the subject of corporal punishment, he said he would inflict such punishment only as a last resort, all moral and reasonable appliances having failed; but that he would never say to a school he would not whip. He *would* govern and control even if he had to whip. The premium system he would not adopt.

Mr. Collins, by the way, is an old and experienced teacher, and is at present Superintendent of Schools of the city of Janesville, and while we hope he will accomplish much for the schools of his city, we hope to hear from him occasionally through the columns of the "*Educational Journal.*"

The address of Mr. Barry, Supt. of Pub. Instruction, in the evening, was a good effort, and the sentiments of the address were of a high order. It was designed to show the necessity of education to the happiness of any people, and to the perpetuity of a Republic, especially of moral culture, and upon these points it took high ground.

The organization of a "County Teachers' Association," though not yet perfected, we look upon as a hopeful indication of progress. We confess to have been behind the times here in Rock Co., in this respect; for we regard well managed Teachers' Associations as among the most efficient means of promoting the interests of education, and of elevating the "Teacher's Profession." Let the Teachers of the county now come in to the support of the Association with an enthusiasm that may atone for the past.

Milton, Wis. A. C. S.

DUTIES OF DISTRICT BOARDS.

Doubtless the Teachers for our schools during the summer, are nearly all employed. Perhaps many of them enter upon the discharge of their duties for the first time. But whoever the teacher may

be, or whatever may have been his experience, he will need the hearty co-operation of the District generally, and particularly of the District Board. It sometimes happens, however, that the teacher meets with decided opposition from a part of the Board, or others in the District, owing to some disagreement.

But a few days since the writer of this was informed of an instance where the opposition was carried so far, that, during the excitement intentionally produced, the teacher was removed without time being given for a trial of ability to teach; thus breaking up the school to the regret of the district when time for reflection was taken.

The conduct of another district contrasts strongly with the above. It was *supposed* that there were serious objections to the person employed to teach.—The matter was investigated, persons going to the Teacher, and talking with him a second time before being satisfied to withdraw their opposition. They *did* withdraw it. He taught the school, and last winter the district were anxious to hire him again, offering additional wages.

The first course has led, as it always leads, to animosity of feeling among the inhabitants of the district; the other resulted in no ill feeling, because what was done, was done in no spirit of opposition but because the objectors were satisfied to give a fair hearing and a fair trial.

It is manifestly the duty of the minority to cheerfully acquiesce in the decision of the majority, in the selection of a teacher, as opposition must necessarily hinder the progress of the school, if it should not entirely destroy its usefulness. But this is not sufficient. There must be work done by others, as well as by the teacher.

However well the choice may have been made, no one can perform the duties of parents and officers in addition to those of teacher. His zeal and untiring efforts may do much; but he needs the influence, the help of others. To whom shall he look for this? Every person owes a duty to the school his children attend. How rarely do we find this duty performed! Men engaged in the eager strife for riches, do not stop to inquire their duty with reference to the education of the youth of our land; and when their duty is pointed out, they often reply, "We employ competent persons to look to these things, and they have only to make out their bills and we are ready to foot them." It does not change the facts to say this; it should not be. *People, generally, do not give teachers that aid which they might, and which they are in duty bound to give.* To whom, we again ask, shall the teacher look for this assistance to be promptly rendered that the school may early feel its benefit, if not to those who employ him? It is not only their moral duty to see to this work, but it is a duty self-imposed by acceptance of office, and which they should consider themselves solemnly pledged to perform.

If they would know what assistance is needed, let them frequently visit the school-room. Unless the school-houses of our State and their fixtures have been greatly changed within a short time, many will be the physical wants which they will be able to supply. But neither this nor the counsel which they will be able to give the teacher will be the great good resulting from such visits. Teachers, and especially young teachers, need the endorsement of the district; not that silent endorsement exhibited by the indifferent; but an endorsement manifest-by the action of at least the Dis-

trict Board, and which will be felt, if properly rendered, by every member of the school. The teacher will not be then an isolated being, attempting a work in which none feel an interest, and which the scholars may justly suppose unimportant. But there will be an influence united with his to quicken every recitation, to strengthen every tendency to the right, and to enable him to carry out every requirement necessary to the success of the school.

Fond du Lac, Wis. W. V. N.

[For the Journal of Education.]

GIVE US YOUR EXPERIENCE.

Let every teacher in Wisconsin give school-room experience—sparks from the furnace, fresh and glowing. Be not anxious to weave some fine spun theory, in which the imaginary outstrips the real, but come right to facts—real, every day occurrences—such as go to make up every school teacher's life.

I am sure the teacher whose whole soul is in his labors—the *real, living teacher*—who is not content with merely satisfying his patrons—but whose tangents from the *bark mill* tread, are many and effective, has no right to the exclusive benefit of his experience.

We have in Wisconsin, a vast number of real, practical, efficient teachers—those who are bright and shining lights to the circles in which they move. Now, what is demanded, is, that such should *enlarge* their circle—give the rays a broader scope. Let the pages of the *Journal* be the medium, and from this time forth, give to us freely from the book of life—*school teachers'* life.

Instruction becoming thus mutual, must be of vast importance to all concerned. V. B.

Kenosha, Wis.

LAWS OF SCHOOL ARCHITECTURE.

The subject of School Architecture is eminently appropriate to the pages of the "Teacher." It is one in which teachers and pupils, parents and children are all interested. Its leading principles and important details should therefore be studied by every one who is to instruct in our schools, or to have a vote or influence (and who has not the latter?) in determining their accommodations.

What is requisite to constitute a good school house? What must be its properties and characteristics? In the first place, it must have the appropriate conveniences for study, recitation, and good order on the part of the pupils; and for instruction, care and good discipline on the part of the teacher. Secondly, it must have every provision and arrangement required for the physical comfort of the pupils during the time which they must spend in or about the school house; and this time, it should be kept in mind, is, with many pupils, no less a portion of the day than seven or eight consecutive hours. These provisions and arrangements, if the prime end of education is not to be sacrificed, must be so made as to be in perfect consistence with propriety and delicacy—with propriety the most exact, and delicacy the most scrupulous. Thirdly, the house must have room for visitors, especially on occasions of school examinations or exhibitions; and in our rural districts, if we respect immemorial usage, must be an appropriate place for educational and other meetings. Fourthly, it must have a healthy pleasant location, readily accessible, without being exposed to the dust and noise of a thronged thoroughfare; and attractive grounds, sufficiently ample for the sports of childhood, without giving annoyance to neighbors or travelers, or perilling the limbs or lives of young children in the street.

In what precise way these requisites of a good school house can be best secured in each particular case, must be determined by the town or district, or by the duly authorized building committee.—Still, amid the great variety of adaptations to differing circumstances, there are some general principles or rules of school ar-

chitecture, which ought never to be lost sight of. We beg leave to commend the most important of these to the attention of our readers, and to their careful observance, as opportunity may, from time to time, arise.

1. Every school house for young scholars, should have as many separate school-rooms, as there are regular teachers;—except as the principal of a large school may have an assistant to take charge of his particular room, while he is visiting other rooms. The military movements of successive classes, forward and backward, between the main room and the recitation rooms, however skillfully they may be ordered by nice tacticians, nevertheless cause disturbance and loss of time. Discipline becomes more difficult and almost of necessity more summary and severe, according as its subjects are aggregated in large masses. In the case of the young, it is of great importance, that the teacher to whom they recite, should be with them while they are studying their lessons. This teacher only will know how to give the requisite directions, to answer questions, and to apportion assistance, watchfulness, and stimulus to the several members of the class. From the higher character of the instruction demanded from the principal, an especial loss arises, when his time is occupied and his mind distracted, in the midst of important exercises, by the necessity of taking care of the immediate pupils of other teachers. Other arguments might be added.

2. In schools where most of the studying is done in the school room, each scholar should have a separate desk. A double desk is a screen for much quiet play; it causes interference between the occupants, and sometimes serious altercation; it is a powerful tempter to whispering and other communications; it leads to much unobserved assistance of one pupil by another; it renders those exercises in which writing is employed, and which are now so extensively and profitably introduced in our best schools, less valuable from the difficulty of a scholar's *not seeing* what his desk-mate is writing, and the tendency, with many, to copy this either verbally or virtually. The difficulty of government in school is materially enhanced, and the benefit of study still more diminished, by the use of double instead of single desks. The difference in expense between single and double desks (in the Boston furniture for grammar schools, about $1.25 to a pupil), is too small a sum to be taken in consideration in the permanent furnishing of a school-room. The single desks occupy a little more room, but do not give to each pupil more space than is desirable for the sake of good air and on other accounts.*

3. A zone of blackboard, low enough for the youngest pupils and high enough for the eldest, should extend entirely around the room, except where interrupted by doors or windows. The teacher who knows how various and valuable

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*"Single desks," says Mr. Leash, (17th Report, p 85) "are generally to be preferred to double ones.—The whole expense for room and desks is about twenty per cent more." If a proper width be assigned to the aisles between the double desks, for these, as used by two rows of scholars, need to be wider than those between single desks, the difference will be still less.

In the work on School Architecture, by that able and faithful laborer in the cause of Public Schools, Hon. T. H. Burrowes, just published in the State of Pennsylvania, he says, in comparing single and double desks, "The former would be the most desirable in all cases."

Mr. Philbrick, the Superintendent of Schools in Connecticut, in his last report, uses the following language in describing the recently erected Union School-house in Norwalk:—"A single desk, mounted on an iron support, is provided for each pupil, and each chair is supported by a single iron pedestal.—Probably this is the best method of furnishing a school-room that has ever yet been invented." And in presenting his ideal of a perfect school-house in the body of his report, he assigns to each scholar a separate desk and chair. We know that, when the Quincy School-house, in Boston, was furnished for the school under his charge, he was very earnest and used much effort to secure for the whole school the superior advantages of single desks.

Dr. Alcott, in his Essay on the construction of School-houses, to which a prize was awarded by the American Institute of Instruction, uses the following emphatic language:—"In regard to the expense of erecting separate desks, I am most decidedly of the opinion that the amount of time saved by it will be more than a sufficient compensation. Any thing which saves time, saves money, and I think time enough would be saved in three years by single desks, to amount, at the lowest possible estimate, to $100 including food, clothing and tuition,—for these are properly included in the estimate. The saving need be but fifteen minutes a day to each of fifty pupils. Let him who has had experience in the business of instruction say whether more than even this amount of time is not lost by the present arrangement of a majority of existing school rooms. My purpose has been to keep economy in view in every suggestion. Separate desks for each pupil I regard as absolutely indispensable. As to the increase of size which they give to the school-room, it should be remarked, that the purposes of health cannot possibly be answered without an amount of space at least as great as I have proposed, whether we use single desks or not."

are its uses, in the presentation and solution of mathematical problems and truths, in the drawing of maps and of different objects in nature and art, in grammatical analysis, in the elementary teaching of reading, writing, and spelling —in the illustration of every science without exception, and in the giving of relief to young pupils weary of sitting, will not even then find, that he has as much blackboard as he would desire. He wishes often to send each member of his largest classes to the board at the same time. He thus obtains an insight into their mental processes and difficulties, just as if he were bending over the shoulder of each one, while at work with slate and pencil at his desk. The blackboard has been well said to be a window by which the teacher can look into the pupil's brain. Room is also wanted, to allow some things to remain upon the board from day to day. Mr. Burrows after insisting on a certain amount of blackboard, adds, "If extended all around the room, so much the better. It will add very little to the cost of the building, if provided for in the original contract, and it will *vastly facilitate* the competent teacher's instructions."

It is a common fault to make the blackboard too high, from conforming it to the height of the windows. It is recommended that the latter should not be lower than four feet from the floor, in order that the pupils may have more light, that they may be less exposed to cross draughts of air, and that they may not be diverted from their studies by objects without.—But in a school where the different ages are united, the bottom of the black board should not be higher than two feet and a half from the floor, while the top should be about seven feet. Even then some of the younger ones, will work better by standing on a platform. It may be added that a uniform stripe of this kind around the room will have a better architectural effect, than patches of blackboard here and there. There should be a trough or deeply grooved ledge at the bottom of the blackboard, wide enough to hold the crayons and rubbers, and also to keep the backs of chairs and settees from marring the board. At the top of the blackboard, and also near the top of the room, there should be mouldings or narrow strips of board for receiving such hooks or nails as may be needed for the suspension of maps, charts, cards and pictures. Such provision should be made, that there should never be any temptation to drive nails into the wall.

4. There should be an aisle around the room wide enough for the scholars to work at the blackboard, without annoyance from others passing them, for recitation seats, and for settees and chairs on occasions of public examination and of educational or other meetings. A width of about three feet and a half will be required for this purpose, Mr. Leach says (17th Report, p. 85), that the outer aisles of the school-room should be from "thirty-six to forty eight inches." There are additional reasons why desks should never be arranged, as in many schools, against the walls;—as, that the building may be better kept from defacement, that the pupils may suffer less from draughts of cold air, and that the teacher may be able to pass around the room, and yet keep the whole school before him.

5. The arrangements for lighting, warming, and ventilation ought to be of the most perfect kind; because children cannot at school as at home, take their places nearer or farther from the window or fire at pleasure, and go, whenever they wish, to an open door or window for fresh air. It is desirable that the desks should face a side of the room where there are no windows; that the room should have a generous height; and that the windows, the better to subserve both light, warmth, and ventilation, should be placed higher than is usual in dwelling houses. "The windows," says Mr. Burrowes, "should not be less than six feet in height (while those of seven or eight feet would be better,) and placed at least seven or eight feet from the floor." They should have blinds, both for their own protection, and for the better regulation of light and heat; and the sashes should always be balanced with weights. It is astonishing that in so many rural school houses, no provision is even made for letting down the upper sashes at all, and thus changing the air of the room. Two or three hours work of the carpenter would make these houses worth twice as much, during the ensuing summer, for study, comfort and health. Will not

our new Prudential Committees see that this great evil, which may be so easily and cheaply remedied, shall not exist any longer?

6. To avoid crowding and consequent disorder, an ample breadth shold be given to doors, passeges and entries.

7. The teacher's platform should be at the end of the room where the pupils enter. This arrangement is required for convenience in receiving visitors and speaking with callers, in communicating with the pupils as they pass in and out and in preventing disorder in the entries. A small room should adjoin, for the safe keeping of books and apparatus, for the teacher's outer clothing, for withdrawing, if need be, with a visitor or refractory scholar, and for occasional use in an extra recitation. There are advantages in giving to this room a glazed door, and also placing, for the teacher's use, a small window between the main room and each entry. The Teacher's eye is a great preventive of misconduct, and if it can readily command all the school premises, will do much to obviate the necessity of harsh command, of undesirable questioning of pupils in respect to their own or each other's behavior, and of severe punishment.

8. In rural districts, where clocks do not agree, and some of the scholars spend their nooning at the school house, it is better that ante-rooms, or rooms in the basement, should be made comfortable for those who arrive early or remain at noon, than that the school room should be exposed to injury from those active sports which are so natural to childhood, and which it would be so difficult, even if desirable, for the absent teacher entirely to repress or control. The mischief that so extensively befalls our school rooms occurs chiefly during the periods of license before school commences, and between the sessions.

9. In schools designed for both boys and girls—and we earnestly advocate their joint education—it is of essential importance that all the personal accommodations for the sexes, as ante-rooms, clothes'-rooms, and retiring rooms should be *entirely separate.* There are reasons for this stronger than are presented in the extract from Mr. Leach's Report, on page 164. The various rooms for the same sex should be connected *under cover*, so that they may be accessible to both teacher and scholars, without exposure to storms or observation, and without ploughing through snow drifts.—There should be no free access to any of these from the street or an open yard.—They should be studiously complete in their provisions, and carefully arranged, so that they shall not be liable to become offensive, and that there shall be no temptation, on the one hand, to commit improprieties, or on the other, to violate the laws of health. Physicians inform us that the last consideration has a seriousness and an extent of which few persons, out of the profession, are aware. Except as these rules are observed, it will be very difficult, if not impossible, for the teacher to maintain entire control over all the school premises and preserve them from abuse, to break up bad habits which now extensively prevail, to give consistency to school influences, and to secure that absolute neatness, comfort, propriety and delicacy, which should characterize the school no less than the home. It must never be forgotten that scenes and surroundings, especially those of daiiy resort, have to all, and most of all, to the young, a voiceless language, by which they convey lessons of wisdom or folly, of virtue or vice, no less than books or living teachers. What, we are constrained to ask, are the silent but deeply imprinted lessons, that many of our school-houses have been teaching, generation after generation?

Such, without going into minute detail, are some of the most important principles and rules of School Architecture. And now, we beg the privilege of appealing to School Committees, Building Committees, Teachers, Parents and Citizens generally. Will you not give to these matters that candid and careful consideration which their far-reaching influence demands?—"When it is considered," says Mr. Mann, in his first report as Secretary of the Board of Education, "that more than five-sixths of all the children in the State spend a considerable portion of the most impressible period of their lives in our school-houses, the general condition of those buildings. and their influences upon the young stand forth, at once, as topics of prominence and magnitude. The con-

struction of school-houses connects itself closely with the love of study, with proficiency, health, anotomical formation, and length of life. These are great interests, and therefore suggest great duties. It is believed that in some important particulars, their structure can be improved without the slightest additional expense; and that, in other respects, a small advance in cost would be returned a thousand fold in the improvement of those habits, tastes, and sentiments of our children, which are so soon to be developed into public manners, institutions, and laws, and to become unchangeable history.—*Mass. Teach.*

Superintendent's Department.

LETTER OF I. W. ANDREWS.

MARRIETTA COLLEGE, O. Sept. 25, '55.

My Dear Sir :—I take great pleasure in acceding to your request, to state my views as to best method of teaching children to read. The subject I regard as the most important one in primary education, and I have devoted to it considerable study and reflection. The views which I entertain, in common with most of the best writers on elementary education, (though some of them seem timid as to carrying them out to their legitimate results,) are based on a careful examination of the requisites for good reading, and of the character and capacities of those who are to be instructed in the art. I have not the slightest doubt that they will be fully confirmed by experience, and become universally prevalent.

There are three methods of teaching children to read. (1.) The common method, according to which the letters of the alphabet are taught, then syllables, and lastly words. In this method spelling is made to precede reading. The various combinations of vowels and consonants, constituting words or mere syllables are spelled orally before reading commences.

(2.) The phonetic methed, by which the *sounds*, not the names of the letters, are first taught, which sounds are combined by rapid utterance, into syllables and words.

(3.) The word or analytic method, according to which the child commences with words instead of letters. Words are learned as wholes at first, and reading is entered upon at once.

The first two are, at least in appearance, *scientific*; they begin with the elements of a word and construct it. They are synthetic, as the third is analytic.—At a later period in the child's education, the science of language, both spoken and written, should be learned; but at the beginning, the analytic is nature's method. The child learns everything in the concrete. He begins with the whole, and proceeds thence to the parts. In this way the child learns to talk. He commences not with separate sounds, but with words. He says baby long before he can give by itself the sound of b.

What does a child need, to be able to read a short easy sentence? He needs to know, at sight, the words in the sentence, and to be able to give their names—that is, to speak them. This latter part children are supposed able to perform when they enter upon the work of learning to read; they can speak any word which they hear. The first part is what the child is to learn of the teacher; to know the words at sight. And the child can never read a sentence well, till the sight of each word suggests its name. The question then is, how can he best gain this knowledge, this sight knowledge of words? I answer, by the third of these methods.

I shall not discuss these methods separately, but in endeavoring to show the superiority of the third, shall necessarily refer to the others. Let us suppose the process about to commence. On a card, or the blackboard, the teacher points to a word,—*man*, for instance,—and tells the child its name. It is dwelt upon until it can be recognized as readily by the child as a picture of a man; till it can be distinguished from other words as readily as the picture of a man from that of a horse. This is the first lesson, and a great work is done when one word has been thoroughly learned. A second word is learned in the same way, and the two are read together. A third is learned, and the three are combined into a sentence. At each lesson, one or more new words are learned, and with the others, are read

in various combinations. There is continual practice, that all the words may be made perfectly familiar. But if a word is forgotten, the child is never required or permitted to spell it, but the teacher gives the word. Mere spelling—that is, pronouncing the names of the letters in their order—could never give any clue to the word itself, unless the word had been associated with the spoken names of the letters; and this association, being indirect is the bane of good reading, and should always be prevented. Before the child can read, he must associate the word with the letters, as *visible* things, and not with their names as given to the ear.

It is said that *eleven* small words constitute one-fourth of all the words found on an ordinary page. Where the child has mastered a few words, he can read easy reading, and new words are learned with great facility. And with a skilful teacher, fifty words would be learned, I think, quite as soon as the alphabet alone, taught as it usually is.

This is the method I would recommend. In its favor the following reasons may be adduced:

(A.) It is the method *dictated by nature.* How any one could continue the common method, after observing how children actually gain a knowledge of spoken language, and of the various material objects about them, I cannot conceive. The first method is wholly unnatural, and has hardly a reason in its favor. And the second is altogether too artificial to meet the wants of children.

(B.) The word method is much more rapid than the others. I am an advocate for commencing the education at no early age. But there is no necessity in wasting so much time in the elementary work of learning to read. I do not deem it extravagant to say that three-fourths of the time would be saved by the method here advocated.

(C.) Children are interested in it.—Learning a, b, c, and ab, eb, bi, bo, etc, is necessarily to the child utterly unmeaning and therefore distasteful. But in this method he begins with real words; he is learning the names of real objects; and he is conscious of doing something. He knows that he is making progress. The discovery which Hugh Miller says he made when reading the history of Joseph, (if I mistake not) some years after he began to read, the child, instructed according to this method, makes in a few days, viz: that reading is the art of getting knowledge from books. He is able to read understandingly in his easy primmer, and he enjoys it as much as his father does his newspaper. According to the usual method, reading is calling words from books, and there is nothing in the method calculated to beget a taste for reading for knowledge, but such taste if formed at all, is formed in spite of the tendencies of the method.

(D) Monotonous drawling habits are avoided. All bad habits in reading are formed; they come not by nature. They are always to be charged either upon the system or the teacher. With the usual system they are almost unavoidable; for, as ab, eb, ib, etc., are utterly unmeaningless, the child draws the not irrational conclusion that all which he finds in his books is unmeaning also. Then the stopping to spell half his words must prevent reading in any true sense of the word. Suppose one should do the same thing in talking—spell every other word—how interesting both to speaker and hearers!

Some people cannot get over the notion that spelling must precede reading; that letters must be taught first, then syllables then words. This would be the order if the science of language were to be taught; but the child is not ready for that. How do we teach a child other things? If we wish him to become acquainted with a tree, do we uncover the roots to his view, then show him the trunk, and the branches and the leaves, and explain that all these combined in one object make a tree? Or to give him an idea of a house, should we show him a pile of brick, some floor boards, beams, doors, windows and chimneys, and tell him that all these constitute a house? It would be just as reasonable as to teach him to read in the usual way. In teaching children every thing except written language, we commence with the concerte; they learn the house and the tree as wholes and from these proceed to the parts.

In is objected to the word method, that each word must be learned separately. That as a word is learned not by its letters, but as a whole, the child must

depend on the teacher for the name of eve ry new word. How is a new word learned by the old system, after a large number are already familiar? Either the child is told its name, or he calls it from its resemblance to words already known.—That is, he generalizes. And cannot there be generalization by the *eye* as well as by the *ear?* Suppose *man*, *pan*, *ran*, are known, as also *cat*, *car*, *cup*. The word *can*, occurs for the first time. The force of *c*, known from the words *cat*, &c., will be united to the force of *an*, as known from *man*, &c.. and the child will, of himself, call the new word. There is no reason why the *eye* should not generalize as readily and as rapidly as the *ear;* and experience shows the objection to be groundless. I have seen children call accurately columns of words which they had never before seen.

By this method the child actually acquires a knowledge of the letters of the alphabet, in less time than if the effort were made to teach them alone; that is, all the knowledge that is necessary for reading. If the child knows *man* from *ran*, does he not know *m* from *r?* He knows everything but the names, and these are not of the slightest use in reading. And the names themselves will be taught in a very short time without any effort on the part of the teacher. I have not said much respecting the phonetic method. Its advocates have done good service in pointing out the absurdities of the old system. And as to the assertion that children may be taught to read the parent language through the medium of phonetics, sooner than without it, I do not doubt it, if the comparison is with the old system. But that this can be done by phonetics sooner than by the word method, I do not believe at all.—Indeed, a child can be taught to read phonetic books themselves, by the word method sooner than in any other way; and this I understand, the advocates of the old system themselves admit. The word method is, in truth, nature's method and therefore the one to be adopted.

I. W. ANDREWS.

Hon. A. C. Barry.
Superintendent, &c., Wisconsin.

Early impressions are the most lasting, and give color to all our after life,

[For the Journal of Education.]

PALMYRA SCHOOLS.

Palmyra, June 1, 1856.

Editor Journal of Education:—Supposing that one object of your publication is to furnish your readers with information concerning the actual condition of the schools of the state—what is doing and proposed to be done to improve them, I propose, from time to time, (as I travel through the state) to address you, giving the results of my observation. The first settlers of this village were from New York and New England, and as soon as they had provided shelter for themselves and families, they erected a school house in which to instruct their children, and have maintained school, on an average, nine months of each year from that time (1843) till the present.—Eight years since they erected a two story brick building, which was then thought to be as good as any in the state; finishing the lower part for a schoolroom, and the upper part for public meetings, lectures, &c.

For the last six years the school has been divided into two departments, and both the upper and lower rooms have been occupied, employing six male teachers and a female teacher in the winter and two females in the summer. There is now, for the first time in the summer, a male teacher, (Mr. Jones) in the upper department.

The building is now somewhat dilapidated and is too small to accommodate all who need instruction. An attempt has been made during the past year to commence the erection of a building suitable for a Union Graded School, but did not succeed. It is expected that better results will be attained in the future and that a substantial, commodious structure

will be erected during the summer of '57.

Yours, Respectfully, A. J. C.

MILWAUKEE SCHOOLS.

I was much pleased to find, on a recent visit to Milwaukee, that the public schools are in a flourishing condition. The teachers are wide awake and determined to improve themselves as well as the schools under their charge. They have organized a Teachers' Association and meet once a week to compare views, methods of teaching, conduct, recitations, &c. The outside organization is very imperfect and unweildy, the Board consisting of 21 Commissioners who met once a month (if they can get a quorum together) but who seldom, if ever are seen in the schoolroom. They have no Superintendent or other agent to supervise and direct, no High School, and as a necessary consequence, but little unity of interest or effort. But I hope for and confidently expect a better state of things ere long, as the teachers are determined that they will no longer be at the head of third rate schools. It would be invidious to particularize when all are doing well, but in one or two schools improvements have been made within a year past, that would surprise one acquainted with the state of things two years since. Most of the teachers in all of the Wards except the Fifth are subscribers for the Journal, and Mr. Drew promised me that they would not be without it much longer in the Fifth. I shall endeavor to keep you advised of the condition and prospects of the Milwaukee schools in the future.

Yours, &c., C.

The following is an extract from a letter of one of the Milwaukee teachers:

Our civic year opened with an inaugaral from "His Honor, the Mayor," in which our schools received a due share of attention, and were fairly recognized as one of the institutions of the city. The next step was taken by the Common Council, (viz): They increased the Board of School Commissioners from 15 to 21. I presume you will call that a crab-like movement. They also resolved to build two new School Houses, one in the Seventh and one in the Second Ward, and to alter and repair the old buildings. The work upon these is to be done by the beginning of the fall term. I hope they will not stop there, but give us the furniture and fixtures that a school room requires. Now a few words as to ourselves, the teachers. We are really (I hope) waking up. At the beginning of this term we organized a Teacher's Institute and have had regular weekly meetings since. To be sure, we have only some 15 or 18 (out of 34) that attend, but this is an improvement, and I think I can see the effect hoped for already. A spirit of emulation is being awakened and the schools are deriving benefit from it. Again our schools have had more visitors this term than ever before. My own school has averaged about one a day and the others rather more. Now do not smile at the narration of this fact. You have never worked day after day (as we Milwaukee Teachers) without seeing the face of any one except your pupils. If you had, you would know how to prize every evidence tending to show that your labors were appreciated.

CARROLL COLLEGE, WAUKESHA.—Pro. Rinker, late from Broome Co., N. Y., and not Prof. Wenzel, has charge of the Preparatory Department of this institution. Mr. Wenzel was engaged, but gave way in a spirit which does honor to him, for Prof. Rinker.

Editor's Department.

A WORD TO TEACHERS.

EXTENSIVE literary acquirements and correct theoretical views, important as they may be, will not insure success in teaching. Besides these, there must be the habit of constant and systematic study. It is said, and with truth, that no class of professional men study less than teachers, and that none ought to study more. Repetition is necessary in teaching, and repetition leads to superficial habits of thinking and careless habits of speaking, unless there be frequent and careful investigation of first principles, and daily attention to the best means of illustrating them.

An impression prevails that the teacher will lose the confidence of his pupils, if he daily studies how best to perform his daily duties. This is a great mistake. The lawyer, pursuing a similar course, does not lose the confidence of his client, the physician of his patient, or the clergyman of his congregation. In most professions, time is given for this special preparation. No person in his senses would ask his minister to preach daily during the year; the lawyer spends but a few weeks of the year in the court room. That great energy is necessary to stimulate the teacher to make daily preparation, no one can doubt, but without it failure is certain. To plead at the bar or preach from the pulpit daily, is scarcely more arduous, intellectually, and certainly not, physically, than to discharge the multifarious duties of principal of one of our Union Schools, containing from five hundred to one thousand pupils; and to suppose that such a post can be filled without intense application of the mind to study, is preposterous.

1. Every teacher should have one new study on hand, and this should be such as to tax severely his mental powers, and thus keep them vigorous or render them strong. One hour daily spent in intense study, is of incalculable benefit as a means of mental discipline, while the knowledge thus acquired would pay for the time. That there is so little mental effort on the part of the teacher, is one cause of the dullness so much complained of in the school room. The teacher gives character to the school; if he is studious, so will be his school; if he is thorough in his investigations and lucid in his explanations, his pupils will not be superficial. The habit of thoroughly understanding every subject presented, and manfully meeting every difficulty can only be formed by severe and daily mental labor. The teacher who has studied an hour in the morning—*studied* we say, not *mused*, will feel a new life during the day. Reading may be done in the evening, but the morning should be devoted to study.

2. There should be daily preparation for the several recitations. Students will not long respect a teacher who is not prompt to answer and willing to explain. He should study the text of the book he is using. We care not how well he may understand the subject of the lesson, he cannot impart life and enthusiasm if he have not carefully reviewed it. This is particularly necessary in primary schools. Even the lesson in the first reader should not be neglected. Difficulties should be noticed--illustrations and anecdotes found. The teacher thus prepared will cluster about the lesson of the day information that will never be forgotten by the child. The practice so prevalent, of feeding the primary schools on the mere husks of knowledge—lifeless words—is a disgrace to teachers, and nothing but the indiffer-

ence of school officers and of the community protects the practice from the contempt it deserves.

3. There should be a course of professional reading. Other professions have libraries. If the minister is unable to buy one, his parishioners buy it for him, but not one teacher in ten in this state owns ten volumes of professional literature, or is a regular reader of any educational periodical. To find pleasure in teaching without the stimulus which may be obtained by these means, is an impossibility. Teaching becomes a trade without any of that social intercourse and pecuniary stimulus found in the workshop.

The reason so manyteachers are ashamed of their position is, that they know so little of teaching as a profession. They have so little acquaintance with those who have honored it, their ideas so seldom rise above the mere drudgery of the school room that they cannot help despising themselves and all whom they suppose resemble themselves. Consequently instead of effort we find envy, and instead of sympathy, opposition.

That person falls immeasurably below any true ideal of a teacher, who does not aspire to what is higher than the point reached by most of those called teachers. We owe it to those who honor us with their confidence, we owe it to ourselves and to our country, that we make a manly effort to elevate our profession by elevating ourselves.

THE article in our last number, "The Art of Teaching," should be credited to the American Journal of Education and College Review—also the article in this number, "Bem's method of teaching history."

☞ Several articles are unavoidably crowded out this number.

STATE SCHOOL LAND OFFICE.—The Commissioners' report for May the following items:

Number acres sold,	1826 39	
" Town lots,	10	
Amount sold for,		$3,131 59
" principal rec'd on sales,		976 39
" interest, " " "		96 79
" remaining unpaid,		2,255 20
Received from sale of land,		973 10
" Interest on Loans,		606 54
" Penalty on Forfeiture,		181 40
" Fines,		81 80
Loans from School and University Lands,		9,470 50
Am't of School and University Fund on hand May 31st,		11,529 58
" Income,		12,155 52

WE are glad to hear that the Milwaukee teachers have formed an Association, and that a majority of the city teachers are members—eighteen out of thirty-four; *but where are the other sixteen?* We think the citizens of Milwaukee will do well to encourage this movement. We hope soon to hear that every teacher employed by the School Board is a punctual, earnest and hard-working member of this Association.

ITEMS.

BELOIT UNION SCHOOL.—We understand that this school is in a flourishing condition.—The number at present members, is about 450. There are six teachers employed.

This school has, since its organization, been under the charge of accomplished teachers, and we believe the present Principal, W. C. Dustin, is conducting the school in such a manner as to secure the confidence of the citizens of Beloit, and of the teachers of the State.

We learn that the School is not visited as much as it ought to be. It is to be regretted that so few, in most parts of our State, feel the necessity of encouraging the teachers and pupils of their schools, by their frequent presence in the school room. This subject demands the attention of School Boards, and if they are unable to perform this part of their duties, it would be better for them to resign.

☞ THE summer term of Albion Academy will close on the 19th inst. This Institution, under the charge of Thos. R. Williams, is in a flourishing condition.

☞ A FINE lot has been purchased by the citizens of Fond du Lac for a High School building. Fond du Lac is destined to be an important point, educationally, as well as commercially. Mr. Van Ness, and others who have labored with him, are beginning to reap the result of years of self-denying toil.

☞ WE notice that two new School Houses are soon to be erected in Milwaukee. Friends, why do you not go a step farther and build a High School building, which will be a credit to your beautiful city, and an honor to our glorious State? Say, why do you not do it?

☞ WE understand that the Platteville Academy, J. L. Pickard, Prin., is in a very flourishing condition. This Institution has exerted a wide and healthful influence on the mind of the south-western portion of our State. Give us such a High School wherever one is needed in the State, and who would fear the future?

☞ WE understand that the people of the west district of Beloit have voted to discontinue their school until the new Union School building is finished.

It is the intention, we learn, of the building committee to put double desks into the High School room. We are confident that a little reflection and observation would convince them that to do so would be a mistake. Let the desks be single by all means.

WE understand that Mr. Laughran, recently of Waynesburg College Penn., has taken charge of the High School at Hazel Green, Grant Co., Wis.

BOOK TABLE.

SARGENT'S STANDARD READERS.—If the evils of book making, as Lord Bacon said, are only to be cured by making more books, such as shall cause the bad ones to be forgotten, then will this series do good. We do not well see, what remains to be done in order that a series of readers should embrace more good qualities than these. We think Mr. Sargent peculiarly happy in his method of treating the principles of elocution. This part of the Fifth Reader should be in the hands of every teacher. We notice several points in which these Readers possess very decided merit. Those wishing a series exhibiting a thorough knowledge on the part of the author, of the wants of our schools, fine taste in making selections and an unexceptionable morality, will do well to send word to the publishers. *Phillips, Sampson & Co., No.* 13 *Winter street, Boston.*

THE TEACHERS' MISCELLANY.—This is a volume of interesting educational matter, embracing addresses from some of the best thinkers of the country. It will be especially welcome to teachers, as it contains the results of much reflection and observation on educational subjects. Either of the seventeen addresses it contains is worth more than the cost of the volume. *Published by Moore, Wilstach, Keys & Co., Cincinnati.*

LIBRARY BOOKS.—We wish to call the careful attention of Teachers and School officers to the list of books advertised by A. S. Barnes & Co., in this number of the Journal. These books have a national reputation, and they are what they purport to be—*fit for a School Library.* The Teachers Library ought to be owned by every teacher in the State, and the Home Cyclopedias ought to be owned by every family. There is no humbug about them.—Will School Officers, previous to expending their Library money, carefully look at this list and select such books as their circumstances may require. Address A. *S. Barnes & Co., No.* 51 *John street, New York,* or *E. B. Gray, Milwaukee, Wis.*

CYCLOPEDIA OF TRAVEL.—Bayard Taylor is preparing a work, embracing the results of travel for the last half century. This must be one of the most useful books ever published,—It will be out about the first of next July, and will furnish at a cost of three or four dollars what cannot be obtained at present for less than one hundred. No man living, with the exception of Humboldt, is better qualified to prepare a work of this kind than Bayard Taylor. We hope Teachers and School officers will obtain it as soon as possible for their schools. Published by *Moore, Wilstach, Keys, & Co., Cincinnati.*

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME I.—JULY, 1856.—NUMBER V.

[From the Jour. of Ed. and Col. Review.

THE TRUE IDEA OF FEMALE EDUCATION.

BY JAMES R. SPALDING, A. M.

For woman is not undevelopt man,
But diverse; could we make her as the man.
Sweet love were slain, whose dearest bond is this,—
Not like to like, but like in difference:
Yet in the long years liker must they grow,
The man be more of woman, she of man;
He gain in sweetness, and in moral height,
Nor lose the wrestling thews that throw the world;
She mental breadth; nor fail in childhood care.
More as the double-natured poet each;
Till at last she sets herself to man,
Like perfect music unto noble words.
And so these twain, upon the skirts of Time,
Sit side by side, full-summed in all their powers,
Dispensing harvest, sowing the To-be,
Self-reverent each, and reverencing each,
Distinct in individualities,
But like each other, e'en as those who love.

It is assumed that every reader of a periodical like this can both comprehend and feel the *truth*, as well as the beauty of these words of the first of living poets. It is my purpose to write something upon the *distinctive* process of female education—a distinctive process arising from a diversity in organization, and in sphere; and yet I cannot consent to enter into any formal argument, to prove that feminine nature is not identical with masculine nature, or to determine the superiority of either the one or the other, in the scale of existence. They are both correlative—each peculiar, and yet made for each other; both sharing in common elements of being, under different modifications, and each possessing powers, the developing and harmonizing of which are necessary to the realization of the ideal type of the race.

My very soul is sickened at the antagonistic spirit so often displayed in upholding what are called the rights of woman. It profanes the sex; it affronts high Heaven. Man and woman are coworkers here on earth, and co-heirs of immortality. Each gives the other the precedence on the score of high nobility, and each counts it a glory to learn of the other. *The emancipation of woman!*—Strange words these for a Christian land! The time, I know, has been, when woman was a delicate toy, a passive instrument, a petted slave; but that time ended when first her baptism in Christain faith and love began. She whom the wisdom of hoary antiquity deemed too weak to act as witness to a dying man's will, was called upon to give her testimony to the cause of God. From the palace and the cottage, gathered from all ranks, made up of all ages, matrons grave with years, young mothers with clinging infants, virgins tender and pure as the maid mother of Him they adored, calmly and cheerfully bore the horrid penalties of the faith that was in them. Mangled and gored by wild cattle, torn by savage beasts, mutilated and hacked piecemeal by the executioner, their flesh rent by

scourges, their spirit more deeply agonized still by that last refinement of the prætor's cruelty, exposure in the public street to the mocking indignities of the populace—thus did this holiest army of martyrs lift up their spotless sacrifice to God, and then it was that the misprised name of woman was redeemed once and forever from the desecration of the past, and she stood forth before the world an immortal creature, made to serve and glorify God, a spiritual being, with spiritual faculties, for spiritual ends. From that time she has been morally free—free in the line, and to the extent, that her own regenerated will required and sanctioned; free to aspire

> Unto the calms and magnanimities,
> The lofty uses, and the noble ends,
> The sanctified devotion and full work,
> To which she is elect forever more.

Assured then, by Christianity, of her solemn responsibilities and high destinies, it is not only the privilege, but the duty of woman, to secure the just and full development of her own proper nature, and thus fit herself most completely for her own appropriate sphere. The process of effecting this is nothing more or less than Female education.

Now, it is very easy, in considering the different phases of nature in man and woman, to say, as Milton did of Adam and Eve—

> For contemplation he, and valor formed;
> For softness she, and sweet attractive grace.

For it is very easy to see that the reflective faculties generally predominate in man, and the affective in woman, and that energy marks the one, and sensibility the other. This answers well enough in its way for a running distinction, but it will be very apt to deceive us if we forget the essential unity of the human soul, and take the reigning element as an exclusive possession and power. Woman, to be woman, must reflect as well as feel; and man, to be man, must feel as well as reflect. Thought and feeling stand reciprocally in need of each other, in the work of developing character. As thought gains new life and animation from the rich feeling, with its quick, tender and profound movements of the soul, deriving therefrom its vital nourishment and sustenance, even so the feelings are not unfrequently first awakened, and very often strengthened and elevated, by the lofty flight of thought, in its bold and searching inquiries. The mind of woman differs from that of man, chiefly in its being more imbued with feeling, and thus more delicately knit together, more harmoniously adjusted, and more keenly vivified, while man's mind is fitted for a more daring and a more abstract, a wider and a cooler range. It is a common remark; that woman excels in tact. Yet what is tact but the judgment of feeling controlling outward action. We hear, too, that the opinions of woman are rather intuitions than logical conclusions—Yet what are her intuitions, but the instantaneous impressions made upon her entire nature, sympathetic as well as sentient.

It is this difference in the higher nature of the sexes—thought predominating in the one, and feeling in the other—and the natural affinity of thought and feeling—their tendency toward a living intercommunion, that gave so much force and truth to the old philosophical idea, that each sex finds in the other the psychological complement of its own being and character, and that it is the attraction between the two which gives the charm to all social intercourse, and their permanent and perfect union, through the assimilating power of love, that makes man and wife ONE—something more than a harmony, a completed unity. It wo'ld not become me, perhaps, to be very absolute on this subject, but I can not help marking the perfect accordance of this Platonic idea with that acconnt of the spiritual structure of our humanity, given in the first chapter of Genesis:—"So God created man in His own image, in the image of God created He him; male and female created He them," the idea of quality here being entirely merged in that of unity. It is a truth too often forgotten, that what is called the subordination of one sex to the other was a result, not of their original creation, but of their subsequent fall. It had its rise in the curse pronounced upon the woman, "Thy desire shall be to thy husband, and he shall rule over thee." But the fall, though it corrupted the will, and darkened and confused our whole nature, did not destroy any of the primal elements of

our being, and the ideal type of the race yet remains.

These truths being justly apprehended, the term Education as applied to woman at once assumes its full significance. She is not, any more than man, a thing to be made up for a certain end—not to be fitted out simply for marriage, any more than he is to be fitted out simply for a profession. In an old Latin treatise of St. Barnard is the following admirable passage: "There are those who wish to know, for the mere sake of knowing; this is a low curiosity. There are those who wish to know that they may be known; and this is a low vanity. There are also those who wish to know, that they may sell their knowledge, so to speak, for moneys, for honors [had the old saint lived now-a-days, and looked at accomplishments as understood and cultivated in some of our boarding schools, would he not have added for marriage?] and this is low venality. But there are those, also, who wish to know that they may upbuild, and this is charity; and likewise those who wish to know that they may be upbuilt, and this is wisdom. Of those, the last two only do not pervert the real end of knowledge, which is to be good, and to do good." Education, then, in both sexes, is a sacred duty, life-long and ever progressive. Its result in both cases is to develop and harmonize the native capacities and qualities; in both sexes producing strength aud beauty, nobleness and loveliness; but, in accordance with the original constitution of their respective natures, the strength and nobleness predominant in the one, the beauty and loveliness in the other; and in their outward efficacy both working by action and by influence, but in the one sex chiefly by action, in the other chiefly by influence.

Education is development, discipline, culture; and that education is right for woman whose *development* unfolds all the stronger faculties of the soul, and which does not yet crowd upon or overshadow the least of her sweet instincts or sunny sympathies—whose *discipline* represses evil propensity, and attempers the soul to firmness and consistency, to self-control and self-reliance, and yet does no violence to that delicacy which naturally marks her perceptions, and that freshness which naturally pervades her feelings, imparting such peculiar buoyancy and glow to her faith, her hope, and her love; and whose *culture* improves her taste, enlarges her sense of the beautiful, and enriches her imagination, and yet does not enervate her sensibilities, or impair in any degree the more serviceable stamina of the soul.

The first and last object of all true education, either in man or woman, is the harmonious fulness of being. The law is incumbent upon every one, in every condition and sphere, to become all that he was created capable of being; to be alive with his whole being, consciously happily alive, and for benificent results. To prescribe the exact means and exact manner by which this is to be effected is impossible. All right education proceeds on the principle of cherishing and correcting nature, not of rooting it out and supplying its place with something better. It must allow scope for the exercise of free will, and take account of the varieties of original structure. Nature is infinite in her combinations, and woman no more than man was made to be shaped into one common mold. A true and healthful training no more destroys variety among men and among women than a true and healthful growth destroys variety among the trees of the forest.—There is as much diversity among the good as among the bad, among the flowers as among the weeds. It is true, that there are certain qualities which are indispensable to every good character, as petals are to flowers. But it is not the mere presence, or the mere number of the petals, that gives the charm to the flower. It is their native coloring and their native fragrance. And as these differ, not only in degree but in kind, so character differs in all its finer essences and issues. Nature will take care of this. She will indeed let you, by your wise and patient skill, turn and train even many of the evil roots she has fixed in the very core of our being, so that they shall grow up; not into briers, but into roses in the field of our life; and will lend all her best influences to your work, and manifest herself most distinctly and graciously in the result, if you will deal genially by her, and not thrust her aside or crush her down. If this were better

heeded, we should soon hear less of the complaint, that there is so little in even cultivated society that is truly spontaneous, and so much that is purely artificial.

If right education must have regard to differences in individual nature, it must have much more regard to differences in sexual nature. Now there are three qualities which are the natural elements of womanhood—they are MODESTY, TENDERNESS and GRACE. These are a credit to a man, but to woman they are something more than a credit, they are an absolute necessity. They are set, by the kind hand of Nature, in her very inmost being, and it is very difficult, in most cases actually impossible, to pluck them out utterly. When this is done, she is unsexed and becomes a monster. These three qualities are intimately related to each other, and yet each is distinct in its manifestation and its effect. *Modesty* is woman's natural safeguard—that quick and delicate feeling in the soul which makes her shrink and withdraw herself from every thing that has danger in it—that innate sensibility which warns her to shun the first appearance of every thing which is hurtful, and ever tends to keep her within her own bright and pure womanly sphere. *Tenderness* is what makes her susceptible to all gentle and generous impulses of soul and sense—which gives quickness to her sympathies, softness to her judgments, devotedness to her love, and pity to her disdain; which ever inclines her to charity rather than to rigor; to mercy rather than to justice. *Grace* is that native, indefinable quality of her soul which inspires a beautiful propriety in every word and movement—that sense of the becoming which unconsciously imparts something of symmetry to all that she says and does, suggestive of delicacy, fineness, unconstraint, instinctive aptitude. These three qualities, or rather instincts—modesty, tenderness and grace—exist, I say more or less in the original constitution of every woman. . The most simple and complete child of nature Shakspeare ever bodied forth, Miranda, reared by her father alone on an isle secluded from all the world, was *merely* the bright, consummate, untainted flower of these germs which Nature has placed in every feminine soil.

Above aught else, then, in every system of female education, these should have their true and perfect growth. If checked, or in any degree perverted, the feminine character inevitably suffers; it loses in loveliness and influence. And yet how often are they checked or perverted! For *modesty*, let ball-room dances and ball-room dresses answer;—for *tenderness*, let tabernacle diatribes, and tea-table scandal answer; for *grace*, pick your way around the stiffnesses, the angularities, and the points of some of our literary coteries, look at the startings and the jerkings, listen to the fizzings and the cracklings, of the kind of females there, who seem to you never to have been young, and who, you are very sure, will never know how to grow old, and get your answer.

An effort is often, perhaps usually, made to repair artificially any detriment done to the vitality and form of these natural qualities, but it is never very successful. The counterfeit, by a discerning eye, is detected at once. For the ingenuousness of modesty, we have boldness; for its coyness, prudery. For the delicacy of tenderness, we have daintiness; for its warmth, sentimentality. For the self-poise of grace, we have effort; for its self--direction, mannerism. Woman, doubtless, should have many *acquirements*; but let her beware of reckoning among these *acquired* modesty, *acquired* tenderness, and *acquired* grace. These may be beautified and enriched; but acquired, when once lost, never. They are the true vital essence of womanhood, giving it all its bloom and perfume, making its mere effluence an irresistible influence, interfusing all the other qualities and all the faculties, and blending them together into one perfect, homogeneous, indivisible whole. Being instinctive, they are not actual virtues in themselves, but they are necessary to the beauty and the perfection of virtue. They set the laws of conscience, as it were, to a music, in harmony with every good chord of woman's being.

They make reverence no longer a self-interested fear, but the glad, confiding, though yet trembling, uprising of her heart toward the majesty of goodness.—They make stern duty genial, so that it shall work upon others, not through con-

straint, but through love, and upon herself, not through rigorous self-exaction, but through generous self-sacrifice. The masculine nature, too, has these inherent qualities, but not in such large proportion. It is this predominance in the feminine soul that furnishes some ground, perhaps, for the assertion that woman is *naturally* more religious than man. At all events, I think I may safely say, that she, with her fair, calm spirit, has but to look around, where he, in his native vehemence, has to look up—that it is her privilege to utter, almost intuitively, of Duty—

> Flowers laugh before thee on their beds,
> And fragrance in thy footing treads.

while his well-deliberated words are—

> Thou dost preserve the Stars from wrong,
> And the most ancient Heavens, through Thee, are fresh and strong.

I have now spoken of certain qualities which every woman has by nature, which compose the very essence of her true womanhood, and which it is supremely necessary for her to cherish in all their perfection. But these, indispensable as they are, do not constitute the stamina of her character as a probationary being, with high responsibilities and hard trials to meet here on earth. For this we must look to the faculties which she shares with man, her fellow-probationer—to her *intellect*, her *imagination*, her *will*.—These must be expanded, strengthened, disciplined, regulated. She has a *conscience*, too, and that must be enlightened and armed with all its rightful power.—All these faculties of her being ought to be educated; yes, if you will, educated up to the highest degree, but educated in harmony with each other, and, chief of all, educated in harmony with her native attributes.

Expand and furnish the *intellect*, so that she will understand the actual scope and relations of things, form correct judgments, think deeply and discerningly, and talk intelligently and aptly; but no such unnatural stimulus should be applied to the intellectual part of her being, as to make that the central seat of her life, draw away and lock up here the subtle currents of her womanly nature, and constitute that peculiar production which every body has heard of and nobody loves, a "strong-minded female." We hear of the sad power of

> ——abstruse research to steal
> From man's own nature all the natural man.

The stealth of the natural woman is a thousand times more melancholy.

I have said that the *imagination* must be cultivated. It is a noble faculty.—Bonaparte said that imagination rules the world. The sense of beauty resides there—that which colors, exalts, etherealizes—that which furnishes faith and hope and love with their inspiring ideal—that which lends enthusiasm its celestial wings—that which quickens and vivifies the great law of association, brings the soul into communion with the spirit of nature, invests the most common things of life with a poetry,

> Finds tongues in trees, books in the running brooks,
> Sermons in stones, and good in everything.

Cultivate, then, imagination. Woman needs it no less than man, and it is even more congenial with both her duties and her nature. It will make the happiness already possessed all the more happy, and open a thousand new sources of delight unknown before. And yet, if this faculty be not wisely cultivated, if it become over-excited, and acquire a growth disproportionate to that of the reflective and moral faculties, it produces a most baneful effect upon the whole being. It cannot be allowed to luxuriate, without inducing the consequences of all luxury, enervation and enfeeblement—without unfitting for all the sober realities and practical duties of life, and turning life itself into an idle revery.

The *will*, which is less a faculty than, like instinct, a working, living principle, must be strengthened and regulated, for it is the executive power of the whole being. I mean by it that energy of soul which gives self-mastery. This in woman, as in man, is indispensable to the formation of positive noble character.

> Unless above himself he can
> Erect himself, how mean a thing is man.

It was said of the whole race. She who has not acquired this power, who is wont to resign herself passively to natural impulse, or agreeable feeling, however good natured that impulse or feeling may be, has not, any more than the bird of the

air, the dignity of a moral being. It may be said, that it is not imparted but self-education which gives this power. This, undeniably, to a large extent is true. Yet that outward discipline may perform a very efficient part in this process, no one who bethinks himself of the Spartan system and its results, can doubt. But, however desirable and necessary strength of will may be, when it acquires such strenuousness as to find a positive pleasure in unconditional volition, that is to say; when it becomes willfulness, and rules for the mere sake of ruling, it becomes a gross deformity. Its work is not self-control, but self-sufficiency—a self-sufficiency forbidding all dependence, and repelling all sympathy. There is, then, a necessity that will should be trained with reference to all the sensibilities and capabilities of woman's nature.

And so, too, of *conscience.* Conscience is the voice of moral law, and all law is strict and exacting in its very nature.—The conscience cannot be too fully bro't out, if brought out in harmony with the other portions of our being, nor can its dictates be too implicitly obeyed. But, supreme in its own sphere, as it is, it was never meant to maintain constant dictation. It has authority, but it is too royal to be jealous of the loving instincts of the soul. It imposes a law upon a child to obey its parents, but it is well pleased that the child should obey his parents spontaneously, in answer to the promptings of his own loving nature. *They* wrong conscience greatly, who make her a despot instead of a guardian, and can find praise for no act that she herself does not exclusively direct. The very perfection, too, of all right doing, is doing right, not only conscientiously, but lovingly—not only obediently, but freely, impulsively, gladly. "If ye love me, keep my commandments." It is the chief glory of woman that, excelling, as she does in the sympathetic part of her nature, she is so peculiarly capable of this. Any system of moral education which impairs this, or leaves it out of account, does her a most unnatural wrong.

I repeat, then, that all these faculties —intellect, imagination, will and conscience—must be educated harmoniously with each other, and above all, harmoniously with the three special elements of femenine nature. If this be done, those elements will only receive additional fullness and luster. Her modesty will be dignified by her discerning intellect and her self-directing will; her grace will be glorified by her vivifying imagination; and her tenderness will be dignified and glorified, and sanctified, by her enlightening and hallowing conscience. And thus, simply by the wise development of her own proper nature, with the promised grace of God, we have a "spirit, yet a woman too"—

> A perfect woman, nobly planned,
> To warn, to comfort, and command,
> And yet a spirit still, and bright,
> With something of an angel light.

I have written of woman's capability.—I have something to add of her *responsibility.* If not outwardly so arduous and imposing as that of man, it is yet intrinsically more sacred and sublime. I will not discuss woman's appropriate sphere. The praters upon this subject dishonor her. She fixes her sphere for herself, or rather her own true nature fixes it for her. She dwells not in the suburbs of man's good pleasure here, but in her own high instincts finds her own "true fixed and resting quality." Woman's predominating sensibility holds her chiefly to domestic duties, as man's predominating energy holds him chiefly to public duties. I speak of the main bent and the natural province. Of course, man has a share in domestic life, and woman, thro' society, a share in public life, and thro' authorship, too, if she feels impelled to resort to it—though I have the authority of that most excellent judge of woman. Mrs. Jamieson, for saying, that it is most certain that of the women who have ventured into the public path of literature, three-fonrths have done it because placed in a painful or needy position in respect to domestic life.

The responsibility of Woman, then, at home, is her primary responsibility, and I fearlessly say that there is no responsibility on earth like it. I say it, because she has the chief custody and control of that period of human life in which, more than any other, the character is formed, not only for this world, but for an unspeakably blessed or an awfully cursed immortality. Responsibility! Where, now, in the arena of public life, from cen-

tre to circumference, is there such responsibility, even so far as regards matters of this world, as was that of Mary, the mother of Washington, or of Letitia, the mother of Napoleon? What man living has wrought a more terrible work, than was wrought by the caressing and flattering, raging and cursing mother of Byron? Napoleon knew men well. None better. His words were—"The future character of a child is always the work of its mother;" and to Madame Campan he said—"Be it your care to train up mothers who shall know how to educate their children." Tacitus says of Agricola—"He governed his family, which many find to be a harder task than to govern a province." What would have been the words, had Tacitus had an understanding, too, of Christian responsibilities?—"Unhappy is the man," says Paul Richter, "for whom his own mother has not made all mothers venerable." Where is the man, and where the woman, whose very heart's heart does not quiver in response to that?

The mother, whether she is directly sensible of it or not, is the educator of the strongest and most permanent part of our humanity, the sympathetic and moral nature—the very part, too, which is the most complex and the most sensitive, and the most difficult to brace and adjust to perfect harmony. The greatest obstacle that education has to contend against is willfulness. This evil is inborn in the very nature of man, and manifests itself in full force in the very earliest period of life, and in an almost unlimited variety of forms. It is no small thing to subdue it at all; but it is a great thing, often a thing requiring a wisdom excelling that of the Seven Wise Men of Greece, to subdue it without doing lasting injury to all of the finer qualiiies of the soul. And yet what bitter discords from within, and what hard reverses from without, shall come, if it be not subdued. There are certain states of the child's mind in which its indulgence in the merest triffe may commence an unhealthy movement of the soul, which will last as long as life lasts. How few are there who *fully* realize that a trifle to them is no trifle to a child—that the cheapest plaything may be a child's kingdom.

What an incalculable effect upon man's character has a truthful disposition;—and yet this invariably has its origin in the earliest period of life. I mean not simply the habit of truth-telling, for that, when it springs from the fear of discovery, as in children it is too often made to do, is of little worth. I mean the spirit of truth—that which manifests itself in thought and in action, as well as in word, and from which comes frankness, openness, good faith, honesty, in one word, sincerity—sincerity to one's self, sincerity to mankind in general, sincerity in social relations, sincerity in business, sincerity in pleasure. This loyality to truth is a sentiment which the mother alone can thoroughly inspire; and yet how often, alas! is it, that she, in her thoughtlessness or ignorance, contents herself with merely a verbal conformity, and heeds not the saddest form of lying—"the lie," as Bacon says, "that sinketh in," and becomes part of the character.

The child is an admiring being. "Heaven lies about us in our infancy," and bright hues invest everything. "Tell me what you admire," says Carlyle, "and I will tell you what manner of man you are;" and in all education there is nothing so important as this teaching *what* to admire, and *why* to admire. It is error or neglect in this part of early training by the mother, that, more than anything else, produces the false standards and false tastes which so many, in these artificial times, carry with them through life, and which make the lesson so hard to learn, that the simplest and cheapest pleasures are the truest and most precious.

And so of almost every phase of the child's character; it is, in great measure the result of the faithfulness or the unfaithfulness, the wisdom or the folly, of the mother. What responsibility has man to meet, that can exceed either in dignity or difficulty the right training of an immortal spirit? What can require the more complete development of every high faculty of the soul? A weak-hearted and weak-minded mother is the saddest of all sights the sun shines upon.

The power of woman, too, in her other domestic relations, demands the highest cultivation of her nature. She was made

to be the light of the whole household—

——a light
Shining within, when all without is night.

It is her peculiar privilege to live away from the world's sharp strife. She has no profession to warp the evenness of her mind, or cares of business to tarnish the freshness of her soul. Her own peculiar trials she doubtless has, for trial is incident to every human lot. There is a mildew that settles upon all hearts not well ordered, wherever found beneath the skies. But, if woman's heart *be* well ordered, there is nothing which should hinder or mar its full blossoming; for her heart, like man's, is in God's world, which is as full of rich, pure, sweet influences as the morning is of dew-drops; and yet is not so near the broad highway of life as to be bruised by its violence, or soiled by its dust, or withered by its glare. She was made to live in an atmosphere of light and of love, wooing from her all the in-born sweetness of her nature, opening her the more completely to divine refreshings from on high, and calling out odors of faith, and hope, and charity, which shall operate as a healing balm and holy stimulus upon all around. Woman, if she be truly woman, is, within her own household, a vital elemental force, evermore radiating ethereal life and energy. She is a Presence as well as a Power, and achieves by what she is as well as by what she does. She inspires unawares. In the light of her placid strength, a faith in human nature, and in the possibility of all grand things, grows we trow not how. Public opinion pales into weakness and meanness before her high ideal, and we are slaves no longer. Her subtile love, her magnetic enthusiasm cherishes into more genial life the motive that shall prompt brave endeavor, and stay the spirit in the very heat of the strife, like the murmur of far-off music. She endears, and, in endearing, ennobles. She transfuses her temper to our souls without effort, as she paints her image on our eyes. There is no such spell as comes from her sweetness and unassuming strength. Books can instruct and entertain, pictures and statues may bring beauty, and hirelings may duly care for the house; but love that floods cannot quench, resilient hope, outshining joy, sweet trust and holy fear, bright honor, faithfulness, gentleness, charity, and, chief of all, the impassioned feeling that impels the strenuous will;—these are the "rib of the man," and from these, molded in living loveliness, his destined helpmeet sprang to rouse him and gird him to all noble daring and doing, to make life rich and duty glorious, so that he shall be a true hearted warrior here on earth, while yet with her a rejoicing co-traveler toward the skies. We best learn the unsuspected might of a being like this, when we try the desolateness that sinks like night upon the home where once her presence shone and now is seen no more. In view of what woman thus may be, and ofttimes is, replete, full charactered and heavenly as the morning star, alas, that there should *ever* be occasion for such a cry as that of Milton's against "that unspeakable weariness and despair of all sociable delight, which turn the blessed ordinance of God into a sore evil under the sun, or at least to a familiar mischief—a drooping and disconsolate household—captivity without refuge or redemption."

But the influence of a true woman is not confined to those of her own household. She forms the grace and attraction of all social life. In the days of chivalry, her—

——bright eyes
Rained influence, and judged the prize.

She it was that inspired, to use the language of Burke, "that generous loyality to rank and sex, that proud submission, that dignified obedience, that subordination of the heart, which kept alive, even in servitude itself, the spirit of an exalted freedom; that untaught grace of life, that sensibility of principle, that chastity of honor, which feels a stain like a wound, which inspired courage, while it mitigated ferocity, which ennobled whatever it touched, and under which vice itself lost half its evil, by losing all its grossness." And she certainly has lost no power, as men have advanced in civilization and Christianity. She yet wins, and leads, and judges with her sweet, still conclusions, and nothing which she in very truth despises and repels, can stand.—She holds the keys of social intercourse and adjusts to her own will what shall be

the received standard of propriety and honor. Men, as in knightly times, are not only ready to serve her, but they look to her to show them how she will be served; and this she does, not by arbitrary dictate, not often by conscious design, but by an outflowing movement —a bright, benign exhaling of mind and soul, which, though impalpable, is not to be ignored or withstood. "Whatever may be the customs and laws of a country," says a French writer, "women always give the tone to morals." This is true; and there has never yet been a time of public degredation in which women of high mark in society have not played a prominent part. I do not pretend that social life is pervaded, as it might be, by the redeeming influences of woman's spirit; but she has reason to reproach herself, if it is not.

Woman, too, if she will, has her part in literature—a part recognized as hers, not by courtesy, but by right, and most worthily is she now fulfilling it. I count it one of the most cheering auspices of the times, that her voice is in such large measure entering English and American literature. It mingles among the fierce polemics of the day, "as the lute pierceth through the cymbal's clash," by its very gentleness tempering, and refining, and beautifying all. It is true, and doubtless always will be true, so long as woman retains her retiring, womanly nature, that female authorship does not often proceed from spontaneous impulse, and that it does often come from wrongs too deep to be forgiven, from regrets too bitter to be forgotten, from repinings too sharp to be borne, or from necessities too cruel to be resisted, and that aberrations and harsh discords not seldom arise therefrom, and show themselves in what she gives out to the world; but it is none the less certain, that the *general* effect of her utterance through books is, and always must be, in harmony with the delicate tones of her native soul. Tens of thousands of women, too, are called upon to be the public teachers and guides of childhood and youth, and have thereby a power to exercise an influence upon future national character scarcely to be estimated. All of the great benevolent enterprises of the day depend upon woman greatly for their support, and she is the almost exclusive minister of the common charities of life. Upon her judgment here, as well as upon her spirit, depends a vast amount of social good or evil. In short, there is no limit to woman's influence and responsibility. There is no condition of life in which she is precluded from these, and none in which their exercise may not employ the fullest powers of their nature, even when developed in the most complete measure. Especially is this true in our own country, where woman enjoys higher consideration and greater freedom of action than in any other nation of the world, and where, too, the very existence of the government depends upon the sustained aspiration and virtue of the people. In her hands, whether she feels it or not, lie the destinies of the Republic.

I have now written of the kind of education woman should receive, and of its solemn yet glorious import to her and to the world. A sensible advance, I believe, is every year made throughout the land toward this high standard. If such an advance there really is, we shall in good time hear fewer complaints, that in high life there are to be found so many brilliant creatures of fairest face and form, complete in every outward charm and adornment, superlative in grace, exquisite in tact, airy in spirits, sprightly in converse, and radiant with smiles; and yet conquest their only thought, and self, their only admiration, caring only to keep decently up to the world's mark of virtue, turning social communion into a conventional piece of acting, and reducing all their high means of influence to the service of a morbid excitement and the gratification of a heartless vanity;—and that in the middle of life there is so much wretched slavery to outward appearances, so much of carking care and calculating anxiety to imitate the extravagance of wealthier neighbors, so much impoverishing of mind, closing up of soul and hardening of spirit for the mere tinsel of life, so much wearing away of the heart strings and spoiling of affection with petty vexation and capricious humor, so much wasting, aimlessness and wasted activity, so much speech spoken that is not worth the speaking, so much work

wrought that is not worth the working, so much life lived that is not worth the living.

CHOICE EXTRACT.—"Considered as an object of enterprise, education is beautiful, sublime even, 'worth ambition.' It is to unfold the power of thought,—tho't which propogates itself forever. It is to discipline the will, the central principle of character, of all finite power great or good. It is to nurse and mature the social and moral sensibilities of an immortal being. Can anything be so interesting to think of, so noble to attempt?—Upon the material substance of the earth it seems to be our destiny to leave very little impression. A fire or a wave of sand passes over them, and our proudest works disappear. Time wears them all away. The coral insect builds up a structure, whose base is the unchanging bed of the sea, and on whose summit men congregate, and contend, triumph and pass away, and leave no trace of themselves behind. Why is it, but to intimate to us that the true impress of our power is to be made upon the mind rather than matter? The little worm, embalmed and confined in the imperishable work, has all the immortality which the earth knows. For the earth's noblest creature—its lord—must there not be a loftier destiny, more enduring memorial? May not man enshrine himself in a nobler mausoleum? Can he not engrave his name upon a work of costlier material and more lasting?"—*From an Address on Education by Prof. Haddock of New Hampshire.*

KINDNESS.

As stars upon the tranquil sea,
  In mimic glory shine,
So words of kindness in the heart
  Reflect the source divine;
O then be kind, whoe'er thou art,
  That breathest mortal breath,
And it shall brighten all thy life,
  And sweeten even death.

"The trivial round, the common task,
Can furnish all we ought to ask;
Room to deny ourselves; a road
To bring us daily nearer God."

From Arthur's Home Magazine.

MAKING HAY.

BY CLARA AUGUSTA.

Hurrah! for glorious Summer,
  With her crown of glorious flowers.
And her long and fragrant noonings,
  In the cool and shady bowers.
Farewell to gloomy sorrow,
  "Dull care" fly swiftly away—
There is sunshine in the meadow
  Twining with the clover hay.

Let the *beaux* in dusty cities
  Boast of walking in the park,
But a summer morning walk for me
  When sings the early lark!
Let them talk of balls and *soirese*,
  And drives along Broadway,
And there's purer joy in being
  In the meadow "making hay."

When the sun shines down the hottest,
  And the winds have sunk to sleep,
And the flies their lazy buzzings
  Have hushed in silence deep—
Then we seek the shady maples,
  Where the moss is soft and green,
And gaze upon the silver clouds
  Which deck the sky serene.

And the gentle blue-eyed maiden,
  At noon comes o'er the lawn,
With the grace of storied fairies,
  And the lightness of a fawn,
With her dinner basket laden,
  Filled with bread and butter sweet—
Oh, the farmer's blue-eyed daughter
  With pleasure pure I greet.

Oh, 'twas pleasant, very pleasant,
  Sitting in the fragrant shade,
Which the broad and spreading foliage
  Of the maple trees had made,
Listening to the robins chirping
  In the branches of the trees,
Aud watching o'er the hill tops
  The coming of the breeze.

Yes, these summer days are beautiful!
  All full of golden light,
With the winsome shadows flitting
  Over dale and mountain height.
Oh, 'tis pleasant, 'tis delightful,
  When the skies are warm above,
To spend the day in "making hay"—
  The noon in making love.

Scintillations from genius may be defined as "sparks from the anvil," hammered out of the mind of man.

[For the Journal of Education.

MORAL EDUCATION.

THE great educator, Horace Mann, has said: "Educate the intellect alone and you develop the infidel; educate the morals alone, and you develop a puny Christian; educate the physical alone and you develop the savage; it is only by a symmetrical development of all these powers that man can approximate to the Divine Original." However startling, it is the truth, that education as readily becomes the handmaid of vice as of virtue. Intellectual development gives power and moral development a right direction to this power; but let it be under the control of vice, and great will be the evil done. Education may be compared to a ship at sea. The intellectual part is the propelling power, the physical is the form and strength of the ship, the moral is the helm. Without the helm the ship is more than useless. The celebrated Dr. Stone says: "Who can estimate the unspeakable value of a right education, the deplorable evils of a wrong one, since the whole existence of an intelligent, conscious, feeling, immortal soul, for time and for eternity, so essentially depends upon it." Taking this view of the subject what can we say of a teacher of youth who entirely neglects moral training; and what must we say of one who emphatically teaches immorality—who boldly announces a total disregard for right, ridicules religion and morality, desecrates the Sabbath, and is in sympathy with all that is low and vulgar. Such cases, we are happy to say, are not common; but they exist, and should be exposed, and thus their influence destroyed. The teacher should create an atmosphere of purity and virtue about him, that will renovate the corrupting currents of vice, and warm into life and beauty the dormant faculties of the human soul. Such should be his moral power that corruption would flee away at his approach, as the mists are dispelled by the rising sun. Said that excellent teacher, the lamented D. P. Page, "I hardly dare tread the earth, for fear of exerting a bad influence." Again he said, "If my boys do not become respectable men and good citizens, I shall lay the blame upon myself."

Morality should be taught by precept, as well as example. The question is asked how can it be taught successfully in schools? I answer: 1st, the science of Ethics should be studied in every school. The skillful teacher can make it interesting and profitable. In the absence of text books, short lectures can be given by the teacher, and questions asked that will excite a spirit of inquiry which will result in much good. Will the scholar be as likely to do wrong after he understands the laws of his mind, and knows that their voluntary violation will as surely bring punishment as the violation of the physical laws? Will he be heedless of his influence, when science has revealed to him that every impression made upon the mind, will in turn make its impression; and so on, impression following impression, till eternity shall announce to the originator that he must stand up and answer for the same?

The rule of right should be the rule of the school, and every question involving right or wrong should be settled by an appeal to it. Scholars should be made to feel that it is mean to do wrong, and should be ashamed of it. They should be reasoned with, in the spirit of love; and if the teacher has moral power it will prevail. Opportunity is offered every day in the conduct of scholars, for a les-

son of justice, benevolence, forgiveness, magnanimity, temperance, &c. Profanity should be banished from the school, and the rights of all respected. Music will lend its helping hand, in this heart discipline. As the united voices are raised in praise of God and the right, harmony of voice will produce harmony of spirit, wild passions will be tamed, the rough places made smooth, and the heart made to beat in unison with the moral sentiment of the piece. I. J.

Waupun, Wis.

[For the Journal of Education.]

COMMON SCHOOLS.

CONSIDERED THEORETICALLY AND PRACTICALLY

No. 3.

Character is a result. Discipline and trial are necessary to its formation. It is not simply to promote intellectual development that children are sent from the family circle to the school room. Life is a stern reality, a stage on which each must play his part—a battle-field where victory crowns only the experienced, the active and persevering. He would be deemed a rash or fool-hardy general who should meet a powerful disciplined foe in battle with undisciplined raw recruits.

So it would be rash, and not only rash but cruel for a parent to send his child out into the world without some preparation, some discipline other than that furnished at the fire-side. It has been said that "the world is a school;" it may with equal truth be said that a school is a miniature world.

Though the aims and objects of pursuit are different they give employment to the same faculties, develop the same emotions, the same sympathies and desires, dislikes and aversions.

The family circle is usually too limited to give such a range of experience as will develop character in its completeness. There is not a sufficient diversity of influences, there is too much unity of feeling and interest to cultivate decision, firmness and self-control. The school room furnishes incentives to action similar to those found in the outside world, with this difference, that mistakes made in the school room are more easily corrected than those made in later life.

Some well meaning persons object to the public school, that depraved and vicious children are found there, and fearing that contact with such will contaminate their own sons and daughters, keep them at home or send them to private schools. Waiving for the present, the question whether the private are in this respect any better than the public schools —we ask, can temptation always be avoided, or the highest moral development be obtained without the discipline which results from exposure to temptation?

Childhood soon passes, manhood comes bringing with it cares and trials, temptations and sorrows. Which is best fitted to bear the "fiery ordeal," and escape unscathed, he who has been reared in seclusion, ignorant of the vices and follies of mankind, or he, who mingling freely with his fellows from his childhood, knows something of human nature, its selfishness, deceitfulness, and proneness to err? An old lady is said to have advised her son "not to go near the water until he had learned to swim." Those parents who expect to prepare their children for "life's great struggle," to fit them for stations of usefulness and honor—to make them faithful, efficient laborers in the great work of redeeming their fellow men from the thraldom of vice by keeping them in ignorance of the existence of evil, have no reason to laugh

at the philosophy of the old lady's advice or pride themselves upon their superior discernment.

[For the Journal of Education.]

HOW SHALL I TEACH A GOOD SCHOOL?

There is no royal road to teaching.—Heart's ease is not to be thought of. Success can only be attained by dint of labor and care and tact.

What a warm, half sunny, half showery day in May is to nature, that ought every school-day to be to the young mind —emphatically a *growing* day. If at night there rests not that freshness on the mind of the pupil which glitters on the face of nature in the morning, then ought the teacher to take up the wail of the old Grecian: "I have lost a day?"

I once thought teaching might be defined the art of *giving* information. Accordingly no reading lesson was interesting unless it afforded me opportunity to tell something. My views have materially changed, and now I sometimes think teaching may be defined the art of *getting* information. It partakes more of a pumping process than a packing process. While I still believe that every lesson needs the seasoning of story and fact—voluptuous condiments which only gifted minds can spare—the subject must contain in itself, enough common place salt to render its nutrition savory.

The excellency of instruction lies not in embellishment, but in showing the pupil in every paragraph a cocoon, which you will either spin yourself, or show him how to spin into costly silk. What I mean is, that much of what the pupil learns, must, from the nature of his faculties, lie in his mind as mere charcoal, if the teacher have not alchemy sufficient to convert it into diamond. In geography and reading especially, if a paragraph have any sort of elasticity in it, the teacher must make it curvet in ground and lofty tumbling, dance the rope, toss the balls, blow ribbons, spit fire, assume as many shapes as Proteus. While it is in the power of the teacher and his bounden duty to awaken interest, to arouse the youthful mind to a proper pitch of voluntary exertion the pupil will defy all the excellencies of all the worthies, unless you give him an appreciable guarantee that his labors shall have their full recompense. The usefulness of what he is studying is almost as vague, incomprehensible as eternity or any other subtlety. Homilies about the value of education don't produce so *lively* nor so *good* an impression as Mother Goose' Melodies. Children are the high priests of practicality. To them, education is an abstraction; possessing all the intangibility of their early enemies, the ghosts, and often more dreadful.

Hope deferred maketh the heart sick.—Children are confined for years over tasks which they care no more about learning than I do about the mysteries of millinery.

No school system makes provision for this fundamental law of our being: Reward is inseperably associated with labor—a law in as strong operation in childhood as at the prime of life. The hope of a present in return for a certain number of perfect lessons for the term, would impart agreeableness and importance to study. Let not the disprover of presents cry sordid! The desire for property, most agree, is as early, lasting and legitimate as desire for life. Having tried pleading, coaxing, scowling, scolding, beating and preaching, all were found inferior to the simple

plan of presenting tickets for perfect lessons, with the understanding that there would be an auction at the close of the term when these would be taken in payment for whatever the pupil might bid off. D. J. H.

For the Journal of Education.

JEFFERSON SCHOOLS.

This place is the county seat of Jefferson county, but owing to several untoward circumstances is behind many other places in the county in educational advantages. A large tract of heavy timbered land on the east and north, has, as it were, cut it off from the rest of the world, and repelled the class of settlers most likely to prize popular education. A large proportion of the inhabitants of the town are Germans, who, though generally industrious and thrifty, have not yet learned to look upon education as the main spring of our prosperity and surest support of those institutions, to enjoy which they left home and friends in the "Fatherland."

There are many intelligent, well educated people residents of this place, but their number has not been sufficient, or their efforts persevering enough to enlist the mass in an earnest endeavor to realize the benefits flowing from a good higher class Public School. They have two very good district schools in operation, and they endeavor to secure some of the advantages of a graded school, by classifying the scholars according to age and qualifications—placing the younger and less advanced in one school, and the rest in the other. A little more than a year since, they obtained from the Legislature an act of incorporation, under which they have organized a Literary Society, called the Jefferson Institute, the object of which is to procure a library, lectures and other means of moral and intellectual improvement. Initiation fee, $3 00; honorary and life membership, $10 00. The officers for the present are Ira W. Bird, President; G. A. Waldo, Recording Secretary; C. T. Clothier, Secretary.

They have several good works collected for the library, and are adding from time to time, as they have the means.—Success to them in this and every other laudable effort to improve their minds.

C.

[For the Journal of Education.

SCHOOLS IN MUNROE.

The people in this place are taking the initiatory steps for a Union Graded School, which will meet their wants and be worthy of public patronage. The late visit of the State Superintendent to this place has done much to arouse the people and concentrate public opinion in favor of the measure. There are two district schools in operation at present, besides one or two private schools. The public schools are crowded, and for want of classification and arrangement, the teachers, though faithful and industrious, can effect but little compared with what they might under a different state of things. Munroe is a beautiful, healthy village; surrounded by some of the best farming lands in the State, and needs only better facilities for disposing of overplus products, and better educational advantages to take a higher rank among the flourishing towns of our commonwealth. In a few months they will be in direct communication with the east by railroad, and I am much mistaken, if the public spirit of her citizens will permit them to remain much longer without an efficient, well-endowed Union School. C.

[For the Journal of Education.

MAKE HOME HAPPY.

WHAT though it be a humble home? You may have it full of the richest, rarest gifts of heaven—happy hearts. You may make it an "inner temple," where the surging of the great sea of cares and sorrows is never heard. Make the fireside of home a hallowed place, around which shall cluster remembrances of noble and earnest beginnings in favor of truth and right.

Let it be a green spot in the memory, to which the heart may turn for repose and new strength in the midst of life's hot battles. O, strive to make it a happy home for the little ones beneath its roof. Make them love it. Have it full of God's bright sunshine and gladdening flowers. Young hearts rejoice in light and love. And prepare them day by day to mingle with the world. Take that bright-eyed boy by the hand and tell him what the future will expect of him. Let him hear of the great world's phases, of its longings and strifes, of its plans and its hopes, its daring trials and terrible decisions, of its mighty ebbs and flows of thought and feeling and courage. Let him know all this and his mind will be filled with high and holy resolves which will tell in coming years. A child is easily influenced to good or ill. Teach him, then, that in goodness lies greatness, and as he kneels by his little bed and softly repeats "Our Father" hear him add "make me good and useful."

Make home happy with gentle tones and loving smiles. Kind words cost you nothing, yet where would the "light of home" shine out if they were wanting? Be patient, and loving and forgiving if you would make home happy.

C. E. A.

[For the Journal of Education.

GRAMMATICAL MISTAKES.

WHATEVER may be true concerning the gift of speech having once graced the lips of the subtle serpent, or the orang-outang, or even the exasperated beast of Balaam, it is still not to be doubted, that the power of communicating thought, the life current of the soul, is peculiar to man, a distinguishing gift, and endowment, calculated to aid in securing for himself and for others, the highest ends of life. A cry or a note, awakening instinct, passion or appetite, may proceed from the lower order of beings. But it is the human voice alone, that presents in articulate utterances to the ear, life-pictures, in all the shades and tints that stimulate and sustain the love of beauty in the heart. Truthful even in its ideal, nothing short of that ideal is worthy of the name of speech.

Next to *truthfulness* in the language of the lips is *grace*, and so essential is the latter to the successful conveyance of the former, and the former so truly the crowning grace of the latter that too much pains cannot be taken to cherish and improve the union.

Full of desire that the utterance of their own generations should go down to posterity in a rich, euphonious diapason, lexicographers of different ages have devoted long years of patient effort to its perfection.

Shades and pages of Johnson, Walker and Webster, do not refuse to stand by, or hover near the humblest of your co-workers, toiling almost dubiously toward the same end, in training juvenile voices to a more perfect conformity with your teachings, voices already so perverted as to call aloud on the teacher, first to point out, and then devise the best means for

correcting the errors and corruptions of the pure English you have left us as an inheritance.

But where shall I begin? I have no sooner looked the subject in the face than I discover that its "name is legion," and no *one* starting point can be gained. So remembering the direction that "What your hand findeth to do, &c.," I make up my mind to do it at once. Here comes the rosiest little girl of the morning, with grace in her movement, and the flush of beauty on her cheek, so pleasing to the eye, that with the addition of sweetness and purity to her language she would be a little gem. I say to her, good morning, my dear Mary. "Good mawnin," is the return. It gives me pain to be so abrupt, but I remember that I am a teacher, so I suggest to her that she should say morning, not "mawnin." "O, yessum, but I awluz forgits." Always forget, Mary dear, you mean, I suppose; and as to "*yessum*" yes, ma'am is the proper word or rather *words*, pronouncing the ma'am neither emphatically nor broadly but preserving the same sound of *a* as in the word *madam*. Mary, you may go to your seat and write upon your slate a sentence containing all the words which I have corrected for you, and bring them to me before the order bell rings. Occupying my mind with reflecting upon the negligence of parents, and the too frequent indifference of teachers, I wait for Mary to finish her task.

Now comes Sally, in her usual careless attire and lounging gait and manner. I remark, you seem fatigued, Sally.—

"Shouldent wonder" answers Sally. "I've ben to work like all fury sence I fust got up this mornin. You'd orto be to our house sometime and see how we carry on. My mother says as how a girl is'nt woth a cent that can't *put in* to hard work and do sunthin before she goes to school."

I begin to be alarmed lest Sally's volubility should surpass my memory, and am glad to see that she has suspended long enough to take breath, and allow me to commence a brief *critique*. I select from her remarks first the phrases from the slang dictionary, such as "shouldent wonder," "like all fury," "put in," &c., for "ben to work," I would say, been at work, for "be to our house," at our house, for "sence," since, for "you'd orter," you ought to, for "sunthin" something, and I would not suppress the sound of *r* in first, or in worth, nor the *g* in morning, and I would leave out the "as how," altogether. At last I hint to her that there is a general want of modest propriety in the whole communication, such as might be expected rather from boys playing at marbles on the side-walks than from young ladies at school, and giving her the same direction as given to Mary, I betake myself to musing on the difficulty, and looking over my observations on the past to ascertain whether I can trace to any one prominent cause, the usual perversions of our mother tongue.

I call up an incident. Several years ago, I taught a SELECT SCHOOL, in a beautiful village in New England, and without contradiction, a village having high claims to privileges for intellectual culture. Early one morning a splendid carriage stopped at my door, and a lady with her three daughters alighted. All splendid things are more or less a worship for me, I do not know as I can tell why. Whether I am *especially* fascinated by external appearances, or whether every one has a right to expect that internal worth, should everywhere correspond to outward display, I leave to be decided by better casuists than myself.—

I hope they will decide the latter, and still, if things should set about whirling into that position, perhaps we might scarcely be able to recognize our associates by their new dress. But Mrs. P. had other claims upon my homage. She wished to place her daughters under my instruction, and she politely informed me that she had taken great pains to ascertain to whom she could safely confide the education of her daughters in the solid branches. A little flattery, to be sure, but then, the poor teacher gets so little of it that she scarcely sees into the secret in a moment. Well, Matty must have an hour for her music, Carrie for her dancing master, and "Ma douce petite Marie" for her French. Pity my poor trembling heart, how can I ever thrust *under* a foundation *solid* enough to support such an ornamental structure? The current of my fears was slightly changed, however, when the mother remarked that she wished I would "teach them 'Whelpley's Compound.'"

The carriage rolled away, and as the gilded equippage glittered and flashed in the morning rays I gathered up my courage for my task, and said somewhat soothingly to myself, "*all* is not gold that shines."

But I see that Mary and Sally have finished their slate exercises, and are now prepared to read. They have filled up and drawn out to learned length all the unjustifiable suppressions and contractions which they read in so stiff and formal a manner, that I feel obliged to say that, though the organs of speech must truly embrace, and distinctly articulate, every consonant sound, still euphony requires a great variety, both as to fulness and quantity, in the emission of vocal sounds.

Poor Sally looks serious a moment, but soon resumes—"Well, 'taint no use tryin to learn me nothin, for our folks says I talk grammar already jest like a schoolma'am, but you seem to think I never shall git red of my 'slang grammar,' as you call it."

Now, dear friends, if you have the courage to classify and correct all the errors of Sally's last vociferation, with the least hope of ever improving her, I hope you will do so, and I am sure the angel spirits of all the lexicographers since the days of Queen Anne, will whisper joy at your success; but as for me, I am so much more affected by the difficulty presented in the want of corresponding home influences, that I feel at present, as to my own prospect of success, very much like the frog in the well, who hopped up two feet every day, and fell back three every night. B. F.

[For the Journal of Education.

GRAMMATICAL MISTAKES, AND THE MEANS OF CORRECTING THEM.

TRULY a Herculean task presents itself in the work of correcting the grammatical errors which so distort our language, making it a living memento of Babel.—And it demands a large proportion of school labor to prevent gross violations of philological principles: and hence it is a question of no small moment, how this can be most effectually accomplished.

The first means which suggests itself, is, establishing Home Missionary Societies, for this would be sapping the noxious weed at its roots. But who shall be commissioned with acknowledged authority to enter the private home circle to subvert long established usages? None but the efforts of some loved inmate wo'd be deemed unobtrusive. The little child

in its innocent love of truth, can best reprove sin and rekindle pure aspirations. *He* must be the pioneer in this cause.—School discipline must *prepare* him for the work. Upon the teacher then rests the responsibility of improving or rather redeeming our language from the gross perversions which so mar its beauty.—Let him be faithful and delay not. Commence in the highest department—the *Primary*. As the children gather in groups to relate the wondrous stories they have learned, or to pursue their plays, listen to the *manner* of expression. Unobserved by them, note the inharmonious construction of their sentences. At some time during the day call out that little group and ask the one who committed the first error a question whose answer will involve the same mistake. Then let him think if he can answer it in any other way, and if he succeeds in getting it right, put the two expressions on the board and let him decide which is the better, and let them all write the one which is right. Let Charley, when he goes home tell his mother what a *mistake* be made, and that, now, he knows how to speak *that thought* right, and thus he will correct that at home, where, probably, he first learned it. How many such commissions could we give each day?—As many as pupils, if the teacher's skill can awaken all to think and be interest-in this subject.

In the Primary and Secondary Departments, the correction of most mistakes will have to depend on the pupil's ear. But, even here, the child can and should be taught that there is a proper way of making sentences, and his ear will soon distinguish the euphony of a correct sentence.

For older classes, who have been long accustomed to using faulty expressions, it is of little use to suggest more graceful forms without showing how their style violates principles. As well might we expect to kill a tree by lopping off its branches. They must *study* the construction of sentences, see that the parts have certain relations to each other and what those relations are, and how the faulty use of language violates those relations, and the remedy will suggest itself. Take as an illustration, "It is him," an expression used by many who claim considerable attainment in scholarship. Suggest, "It is he," and they would think you had made the mistake.—"It is him," sounds best to them, and they believe it is right. What shall be done? Analyze the sentence. "*It*" is the subject. "*Is him*" is the predicate. "*Is*," is the copula, and "*he*" is the attribute. Rule 2nd requires the attribute to be in the nominative case, and so the pronoun must have the form of the nominative. Is not this conclusive? Let the erring one analyze each sentence he deforms, and he will soon find it is easier to obey than to disregard grammatical laws.

Some of the most noted violations occur in the following list of sentences:

Every one is willing to excuse *their* own faults.

Aint you prepared for the exercise?

Helen *seen* John when he *come*.

Mary *done* all her sums without help.

Falsehood and deception *is* what we should avoid.

Mother *learned* me to weave:

He *had ought* to be ashamed of such a sentence.

Laura *laid* down to sleep.

Tom *sets* still but Jim is *pushin*.

The pail stood in the cellar which was full of water.

Which of the two is the best.

He could not succeed though he tried *ever* so hard.

He paid seven *shillins* for his cap.

The above analytic principle it is believed, will be found efficient in successfully substituting for these uncouth expressions correct and graceful forms.—The errors of pronunciation so common, among which are the suppression and change of elemental sounds, will be overcome by phonetic analysis. The teacher's ingenuity must be taxed for the means of strongly impressing those minds whose ears have become accustomed to the perverted use of language. For them a Censor would be useful. The true use of language, its relations to refinement in society and correct habits of thought, all that makes it a peculiar characteristic of reasonable beings, calls upon us to be vigilant in this department of our duty. E. S.

[For the Journal of Education.]

NATURE OUR TEACHER IN ORATORY.

All have felt the power of nature's eloquence. The thunder speaks, and the grandeur of its utterance causes the heart to tremble and hope. After the sublime orotund from the heavens, earth gives gesture, and sound and silence meet.—The birds, the trees, the grasses, and the shining stars, are all eloquent and teachers of the true and beautiful in man's utterings. Music and oratory, which are twin sisters, should be studied in nature's sanctuary. Meekly interrogate and receive the response, listen to the voice returned. Birds never stutter, stammer or crawl, and the tree and flower are erect and graceful. The former sing the song as nature directs—the latter look up to God. A child, free from the shackles of custom and the iron habits of false teachings, would open its mouth and talk, and grow large and muscular. Nature lights the torch to discover the jewels in her vaults. Society casts a shadow and the search is abandoned and the bearer stumbles until he appears worshipping the author of his fall.

If nature is angry, we tremble in her presence because she expresses it in speech and movement. If sad, she weeps, and we too, because she appears sincere. If affrighted, she shrinks away, and we follow, convinced. If she laughs, how soon are we mirthful, and her joy always makes us gay. Carefully analyze and study the principle upon which this is founded.

My object in this note is to show that we are imperfect in our elocution, or soul utterings, because we depart from nature. This should be so impressed upon the young pupil, that he will, while forming a style, closely watch others in all their expressions, and attentively listen while creation sings. The teacher must possess the power to give to the elements of oratory—whatever department of it he may attempt to teach, all the attractiveness of sunlight, upon which the child is never weary in gazing. Sounds of language should be music, so much in harmony with truth, so perfect in beauty—that any other than a correct elocution will be as impossible as the madness of a star. A. A. G.

Waukesha, Wis.

[For the Journal of Education.

ITINERARY, (*Concluded.*)

During my stay in Jacksonville, I had the pleasure of visiting all the State Institutions located there. An hour during religious services, was spent in the Chap-

el of the Insane Asylum. The services of the day were conducted by Dr. Sturtevant, the able President of the Illinois College, who is their regular Chaplain.—Perfect stillness reigned throughout the exercises, which consisted in singing, prayer, and a short extemporaneous address. Only the more quiet are allowed to attend upon this service, but to sit there, as I did, during the service, would convince any one that there is a religious element in man, which even insanity itself cannot wholly overturn or efface.—The gentlemanly Superintendent, Dr. McFarland, formerly of the N. H. Asylum, well understands this, for, to use his own language, "Even an Insane Asylum without religious worship, is a *God-forsaken place.*"

A subsequent visit to the Asylum upon a week day gave me an opportunity of seeing the patients as they are. Their number is something over 200, of all ages. The whole building seems to be kept in perfect order, and yet the Superintendent is Physician, and Steward, and Farmer, and still finds time to devote to other pursuits, as a look at a Corn-Planter of his invention, convinced me. By the way, Mr. Editor, can you account for one fact, which, perhaps you have observed, that the insanity of the West is of a different type from that of the East? The patients are much more subdued and quiet in their manner. Dr. McFarland said that he was constantly under the necessity of *exciting* western patients while those of the East needed constant restraint, though the apparent cause of the insanity might be the same. Illinois may well be satisfied with the management of her Insane. I wish it were in my power to say the same of the Asylum for that class of unfortunates, who, having sound minds, can receive and impart information only through the fingers—the *Deaf and Dumb.* From some cause, to me unknown, that Institution was in a very low state. Out of some 125 pupils, who were members of it less than a year since, only 27 were under instruction at the time of my visit, and they generally of the poorer and less interesting class. They were without a *Superintendent*, Mr. Officer, whose praise was in the mouth of all, having left the Asylum a short time previous. Our own state has secured the services of a brother of Mr. O., in all respects a worthy man, as the testimony of his acquaintances at Jacksonville goes to show. May he long be spared the disgrace of a merely *nominal Deaf Mute* Asylum. With the Blind it is far otherwise. Dr. Rhodes, an amiable and highly cultivated gentleman, has charge of a large mumber of cheerful and well cared for pupils. *Neatness reigns there*, and all her attendants, good order, cheerfulness and good health are never strangers. It seemed to me that pupils could scarcely ask for a pleasanter home; if they could, they would certainly ask long in vain. Pleasant is the memory of my visit to that Asylum. A large class were feeling their way thro' the intricate problems of Euclid, with evident satisfaction and delight. Others were engaged in Bead Work, in the making of Brushes and Brooms. One hour each day is given to drilling a class in Instrumental Music. A band of some ten or twelve performed some very difficult Opera Music with great taste and good time.

Let no one visit Jacksonville without spending some time in these State Institutions, and learn by observation what is being done for the unfortunates of our race.

J. L. P.

An ignorant man resembles a hemlock which is *dead at the top.*

[From Annie Shipton's "Whispers in the Palms."

WORDS.

Oh, never say a careless Word
Hath not the power to pain;
The shaft may ope some hidden wound,
That closes not again.
Weigh well those light-winged messengers;
God marked your heedless Word,
And with it, too, the falling tear,
The heart pang that it stirred.

Words! what are Words? A simple Word,
Hath spells to call the tears,
That long have lain a sealed fount,
Unclosed through mournful years.
Back from the unseen sepulchre,
A Word hath summoned forth
A form—that hath its place no more
Among the things of Earth.

Words—heed them well; some whispered one
Hath yet a power to fling
A shadow on the brow; the Soul
In agony to ring;
A name—forbidden, or forgot,
That sometimes, unawares,
Murmurs upon our wakening lips,
And mingles in our prayers.

Oh, Words!—sweet Words! A blessing comes
Softly from kindly lips;
Tender, endearing tones, that break
The Spirit's drear eclipse.
Oh, are there not some cherished tones
In the deep heart enshrined,
Uttered but once—they passed—and left
A track of light behind.

Words!—what are Words? Ah, knowest thou not
The household names of love?
The thousand tender memories
That float their graves above?
Long buried by the world's cold tread,
Yet mid the crowd they rise,
And smile, as Angel-guests would smile,
With gentle, earnest eyes.

Superintendent's Department.

LETTER OF HON. HENRY S. RANDALL.

CORTLAND VILLAGE, NEW YORK.
July 31st, 1855.

Hon. A. Constantine Barry, Superintendent of Public Instruction:

DEAR SIR: Yours of 14th reached me to-day. My opinion is clear and decided that the most perfect system of public instruction which can be devised in this country, is that which for a time prevailed in this state, viz: a town superintendent in each town; one or more county superintendents in each county—(say one for each Assembly district)—and a state superintendent. You are undoubtedly aware of the duties of these several officers under our system, and the legal powers and judicial jurisdiction that was conferred on them. The last (which I believe has not been imitated by several states which imitated the mere form of having officers called by their names) was, if not the most important feature of the whole, at least that one without which all the rest amounted to comparatively nothing. You must clothe your school officers with authority if you wish them to have weight in the community and be looked up to; and then again, there can be no such thing as successful schools where any quarrelsome man in the state can plunge a school district into contention and litigation in the ordinary courts of law. Our laws did not prevent an aggrieved party in very many cases from going to a court of law.

But it opened another class of courts to him where there were no lawyers, no costs or fees, and no wire drawn technicalities; in short, where a man familiar with schools, and who ought to be famil-

iar with school laws—who ought to be above local excitements and paltry prejudices—acted as a judge, a jury—a court of conciliation—a court of law, a court of equity, and finally, as a firm and sensible *friend of all the parties*? Our county superintendents answered to a county court, and the few appeals that went up from their decisions, went to the State Superintendent, who in school cases,(commenced before a County Superintendent, or before himself,) answered to a court of appeals.

In our State he was and is an officer within his jurisdiction, the most absolute known to our laws. No legislature, perhaps, would ever at once,and directly have conferred such powers. It grew gradually out of circumstances, and out of the necessity of the case—*unless* the schools were to be swamped by litigation, and unless the vast machinery necessary to carry on nearly 12000 schools, and to annually pay from the public treasurer over a million of dollars, was to be left to fall into irregularity and inefficiency. And never have our people complained of the high and summary powers of the State Superintendent. In the few questions ever raised on the subject, they have invariably stood by him. Indeed, I hardly now recollect an instance of such a question getting to any extent before the public, unless in the case of my decision, in the case of Quigley *vs.* Gifford, (on the subject of compelling Catholic children to read the version of the Bible used by Protestants, and to attend Protestant religious services.)

This is a question on which so much sensitiveness exists in the public mind, that my decision called out a few public murmurs, but the newspapers of the State, almost in a body, without reference to any party or sect, rushed to my defense and sustained me triumphantly. Our State superintendent always has the flood-tide of public sympathy in his favor—and he must decide *outrageously* not to have the entire community at his side.

I don't remember, and have no statisticle table to show, before me, how many cases were appealed annually from the county officers to the state superintendent, while we had county superintendent,. (The latter office was abolished before I became state superintendent.) I know however they were very few. I can speak for this county, for the two terms in which I held its superintendency. There was not a single case appealed during those two terms. Nay, there was scarcely a case carried out in form before me.—When I found one was arising, I always asked the parties to wait until I could come on the ground and talk with them face to face on the subject. In nineteen cases out of twenty they assented to this, and I have not a single case in recollection where I failed to settle the matter to the comparative, and frequently to the entire satisfaction of all. I presume this was very much the same over the entire state. I would not give a farthing for a system where the officers are not armed with proper powers. I do not mean the mere power of advising, (if that can be called a power,) but with authority to enforce, by removals from office, by withholding the public money, &c. It is the sheet anchor of any efficient system.

Our county superintendency operated admirably. No intelligent man will now deny this. When the law first went into effect that very able man, John C. Spencer, was superintendent. Through his efficient deputy, Mr. Samuel S. Randall, he solicited able and public spirited men throughout the state to become candidates for the local superintendencies. Many a

man did so, and was elected, (by the supervisors,) who "would not have looked at" what many at the time would have considered much more important officers. Many of them were or had been teachers, but they were not a band of opinionated, crotchetty pedagogues; they were of general information—of knowledge of the world—of standing. They were not men who could be sunk down into agents and puffers for book publishers! Two dollars a day (and no margin for "roast beef,") paid their horse hire, and for their time and efforts they found their pay in the good which they daily saw themselves accomplishing! Oh, sir, I look back with delight to a period of my life when I was facing storms, breaking through winter drifts, going without regular meals, to bear what I may term the missionary cross among the hills and valleys of this country.

How the "new officer" was dreaded at his first approach by fossil school masters and jealous town officers! They had some occasion to dread him. I remember well my first visit to the town of———to examine teachers. That was before we had town superintendents, and while we had three commissioners and three inspectors in each town. In the town of———these were all my political and personal friends, and therefore came out very cordially to meet me at the examination. They were the leading men of the town; two of them decidedly its magnates. One of the magnates had a daughter, and another a sister, to be examined. Both of the young ladies had taught for several seasons, and were not aware that it was necessary for *them* to think of looking over their studies or "brightening up" for the examination.—Their father's and brother's friend—the man whom their fathers and brothers had supported for office—reject them?—The idea was preposterous! I prolonged the examination half an hour revolving bitterly in my own mind how I should perform my duty with any degree of grace. Seeing no way to do this, I finally shut my eyes and took the leap. I rejected the entire class. Had a stunning clap of thunder broke from that clear April sky, there would not have been such a momentary look of surprise. The next instant mortification and wounded feelings filled the room with sobs. I escaped; but then I had accepted an invitation to take tea and stay over night with magnate number one. Here was a new trial. I marched over, as cool (just about) as a soldier mounting "the deadly imminent breach," with Hyder Ali or a Russian garrison on the other side. We got down to the tea table. The Squire evidently had a terribly choking sensation about the throat. Finally he tho't he must relieve his mind, and he said—"Randall, what did you reject ——— for?" At that moment ——— entered the room, with eyes redder than another Niobe's. Said I, "You hear your father's question, can you answer it for me?"—"I suppose, sir, because I was not qualified," was the reply. "Exactly," said I, "Squire, be good enough to pass me the bread?"

The next morning ——— and two other rejected and dejected ones were started off by their parents for the academy. I told them I thought with two or three weeks of rubbing up, they would "pass muster." But no, they had made up their minds that they would be beholden to no man's lenity in future. They went to the academy. They staid until they became polished scholars and on two of them I afterwards conferred state certificates, as teachers of the highest grade of attainment and practical skill. Now for the moral of this anecdote. I know

people look coolly at the matter a few years—investigate, without being thrown into the position of combatants—and then the "sober second thought" will be heard. If that second thought says *restore*, then restore it will be; if it says the contrary, we cannot help ourselves, and must submit. In my last annual report, at the close of 1853, I submitted my individual views in favor of the restoration of the County Superintendency, but still advised the legislature to wait a little longer, as no where is excited popular controversy so fatal as in our schools.—I have little doubt the office will be restored within two or three years. If I were in a State, where the question was an open one, I should most assuredly press the establishment of the office.—State, Assembly district, and town Superintendents, with proper powers and duties, constitute infinitely the best system, and if the results are to be taken into view, the cheapest one. There is no economy in saving a dollar to each head of a family per annum by a system of schools in which it will take ten years for his children to procure the amount of education which they ought to obtain in five. If I could have my choice, and was obliged to give up either, the county or town superintendency, I would give up the latter. To do all the school business of a county, (I should rather say Assembly district, for a county gives no idea of size or number of population,) would make one man too much of a drudge, but out of a whole Assembly district, you could always, if the appointing power was exercised discreetly, get a well qualified man and then something would be done to good purpose. Under the other system you cannot be at all sure that what is done in many towns will be done to good purpose. And a county officer would cost less than one for each town.

I have given you my views at extraordinary length for me, crowded as I am at present with other objects. But one cannot but feel a deep interest when he thinks of the importance of your great new western commonwealth starting right in their educational career, and he does not feel at liberty to decline to throw his "mite of opinion into the scale where it is asked for. I have written with running pen, and you must take my wheat, if I bring any, with a good deal of chaff.

Very respectfully, yours,
HENRY S. RANDALL.

TO DISTRICT BOARDS.

The first number of the *Journal* contained a circular issued by this Department, calling attention to the list of recommended Text Books, and also to the law regulating the adoption of the same.

Section 40 of the School Laws reads as follows:

"The Board in each school district shall have power *under the advice of the Superintendent of Public Instruction*, to determine what school and Text Books shall be used in the several branches taught in the schools of such district."

The evident design of the Law, in this section, and of other sections, touching the same point, was, and is, to secure the co-operation on the part of school officers, in the introduction of a uniform series of Text Books throughout the State, which is greatly to be desired. While presenting this, our view of the intent of the law, we disclaim any wish or intention to *force*, arbitrarily, as has been charged, our recommendation upon District Boards, or the people. We only ask you to examine the recommendation with unbiassed minds, and to decide ac-

cording to the dictates of an enlightened judgment, giving to the advice of the Superintendent only that weight and authority, to which, under the law, it is justly entitled.

A. CONSTANTINE BARRY,
Supt. Pub. Inst.

ANNIVERSARY OF ALBION ACADEMY.

The second Anniversary of Albion Academy was held on the 18th ult., and we learn that the occasion was interesting and profitable.

The exercises consisted of Essays, Declamations, Singing and Addresses.—Among the resolutions adopted were the following:

Resolved, That we have listened with great pleasure to the productions of the students, and regarded them as indicating much care and ability in their preparation, as containing sound and vigorous thoughts, as deserving our commendation for their high toned, moral and religious sentiments, and as reflecting credit upon those presenting them for their graceful and animated delivery.

Resolved, That the exercises of the day manifested the unwearied exertions and judicious management of the Principal and his associate teachers, in conducting the Institution the past year.

Resolved, That we render our thanks to the choir of the Academy for the interesting music which they have discoursed so admirably upon the present occasion.

Resolved, That our thanks are due to the citizens of Albion and the students of the Academy, for their hospitality in providing liberally for this large Assembly so excellent a dinner.

Resolved, That we recommend confidently to the community at large the Institution whose anniversary we have this day attended, as worthy of their patronage and support.

The Principal, Thos. R. Williams, is doing a good work in Albion, and is deserving of what he is receiving,—the approval of the community in which he is laboring. The next term will commence on the 2nd of September.

STARTLING IGNORANCE.

The *Baltimore Patriot* has the following with reference to the state of education in Maryland:

"Too long has Maryland been remiss in providing for the intellectual wants of the poorer classes of her population; and to prove this beyond controversy, we propose to recapitulate a few startling facts.

There are within the limits of the State according to the last census, seventeen thousand native white adults, and three thousand four hundred and fifty-one foreigners—making in the aggregate, twenty thousand eight hundred and fifteen persons—who can neither read nor write. Scattered over eight counties of the State—with an aggregate white population of about eighty thousand—there are but fourteen public schools, averaging about thirty-four pupils to each school. There are, of course, some private schools in these counties, but the entire number of children attending school, all does not average more than one child to each family of seven persons.

The head of every third family thro'out the State can neither read nor write. More than ten thousand men exercise the right of suffrage in Maryland who are utterly unable to read the names of the candidates for whom they vote.

THE CORNER-STONES.—John Adams once remarked that New England had four institutions, any one of which would have led to national independence.—These were the popular form of her churches, the town meeting, the volunteer militia, and the free school.

Editor's Department.

EDUCATE THE PERCEPTIVE FACULTIES.

TOO much time is devoted to words— too little to things. Every primary school should be supplied with *objects*, as well as with *books*. In most schools the mind of the child is most carefully guarded against all ideas of the external world. Not one primary school in ten contains anything calculated to develop the perceptive faculties.

We seem to be ignorant of the fact that it is by exercising the senses that the germs of intellect are aroused. The child has mind—that mind becomes active as it cognizes qualities of matter. We do not say that matter *causes* mental activity, but that the senses form the medium through which mind is aroused, and that the senses can only be exercised by contact with material things.

Nature has implanted an irrepressible desire in the child to *know*. Hand him a sea-shell; see him handle it; his tiny finger must explore every nook; see him look at it; he throws it from him to get a better view of it; his *hand* and *eye* are both fully employed; this will not suffice; he must test its qualities by another sense; see the vain effort to introduce it into his mouth. He finds full employment for three senses, perchance a fourth—the sense of smell—is appealed to in vain; he puts it to his ear; now see the delight flood his face, as he enjoys the exercises of three senses at the same time. Will he exchange this for the definition of a letter? Does he care what an exclamation point is now? Not he. He will question his plaything until he is lulled to sleep by the lullaby of its murmuring. See as his eyelids close, how his little hands cling to his teacher, and watch the smile that plays up and down his face, as he dreams of a sweet song that a fairy sung for him. Has he not been at *school?*

Hand him a flower, a pebble, anything; he will, with childish delight, separate it into parts, arrange them, re-arrange them, and toil for hours.

Now we would apply this. Ought not a portion of each recitation to consist of the study of objects? Ought not every teacher of small children prepare himself for this recitation? Ought he not to have at hand specimens of various natural objects? We would say, read the lesson previously, and if allusions are made to material things, if possible, have them at hand. Let the children *see* the violet, that is used as the emblem of modesty; let them handle it; tell them where it grows; show them its glossy petals; speak of Him, who painted them; teach them to reach in thought to Him who made all that is beautiful; tell them that the earth is beautiful, with its rainbows and golden-hued clouds, but that to love each other, to love parents and the Good Being that made the violets and all beside, is more beautiful than aught beside. The transition from things to ideas is an easy one. Our ideal of a teacher would be, a person who could, energetically, perseveringly, systematically and lovingly pursue the course hinted at, day by day. To do this, a teacher must find "Sermons in stones, books in the running brooks, and good in every thing." But unless he does this, we must question his fitness as an instructor of children. The reason that many consider the position of a teacher in a primary school inferior, is, they have no true idea of it. *Their* ideal of a teacher of children *is* a sad object to contemplate. But we would question the fitness of a person to teach *any* school, who finds no pleasure in teaching a primary school. Why should a person, surrounded by minds upon which every act makes an impression, talk about not finding room for the exercise of mind, or the use of knowledge? We apprehend, that were the true cause of the lack of interest known, it would be found to be, not the possession of knowledge, but the want of it.

We would infer, from the foregoing remarks, that the teacher of a primary school needs—

1st—A mind well disciplined, and stored with useful knowledge.

2nd—A love for the study of material objects, and a correct understanding of the relation between the senses and the intellect.

3d—A patient, hopeful nature, that is willing to labor for the good of the young, for no

other reward than that necessarily connected with well-doing.

4th—A love of truth, deep and abiding.—Such a love for it as will burn out vanity, pride and envy, and kindle into enthusiasm.

5th—A love for, and an appreciation of, beautiful things—we mean a taste, refined and cultivated.

6th—A deep sense of responsibility to God, and of dependence on Him. Christ was a model teacher.

LOOK ON THE BRIGHT SIDE.

A teacher's opinions will modify the success of his efforts. No one can accomplish that which he deems impossible. Any one can perform what he believes possible. A strong faith in the perfectibility of human nature, should characterize every teacher. By this, I mean nothing more than the belief that the human soul is limitless in its capacity for development, with truth as a means, and that, wherever there is a human mind, there, may the seed of truth be sown, with the assurance that it will grow.

We often expect too little. We have little faith. Our calling has a tendency to lead the mind to dwell more upon the faults than the virtues of human nature. We have parental indifference to contend with. Truths that glow with importance to us, scarcely attract a moment's attention from those whom they most nearly concern. Our most disinterested efforts are often misrepresented.—Those whom we sought to benefit, are found to be most bitter in their enmity. A thousand things annoy us day by day. A pleasant school is often the exception instead of the rule. We are so much engaged in details that we often fail to see things as parts of a whole. We see the clouds and forget the sunshine beyond. But much may be done to counteract this tendency.

We should accustom ourselves to seek for those buds of excellence, which we may warm into life by care. There are germs in the human heart that need only the rain and sunshine to blossom as the rose. Shun a distrustful spirit. Distrust is the night-shade under which no beautiful plants can grow. We shall find much promotive of this feeling in our pupils, but we may counteract it by seeking for other than vicious characteristics. The human heart is a harp—its strings are tuneless, but the hidden soul of harmony will return, as the master hand touches it, or the breeze of kindness sweeps over it.

We are often impatient. If we fail to notice the effects we anticipated, we blame our pupils, whereas the fault is probably in ourselves. It may be admitted as a general truth, that there is something good in every child. In a majority the good preponderates. We then have much to encourage us. To make a child better, we must love him. If we cannot do this we cannot become his teacher. If we can find nothing around which affection can twine, we have no mission to teach him.

We would suggest that there is not enough of positive moral instruction in our schools.—When we say thou shalt *not* steal, we do not say thou *shalt* love thy neighbor. The atheistic dogma, that school is merely for intellectual culture, ought to be scouted by every teacher.

A portion of every day ought to be set apart for moral instruction in our primary schools;—and the teacher will find his richest rewards in the results of an earnest, trusting effort to make his pupils better. A quickened conscience seems to affect every part of the mind. Would we make our pupils strong, intellectually, we shall find it for their interest, and our own, to commence by making them strong, morally.

☞ A Convention of Superintendents of Lunatic Asylums was held, during last month, at Cincinnati. A more important subject could not engage the attention of educators, than the proper treatment of the insane. Much has been done within the last half century toward restoring this class to society and happiness. but much yet remains to be done.

Highly Proper.—The School Board of Watertown, lately allowed the Teachers, employed by them, to attend the Educational Convention held in the county of Jefferson, and defrayed their expenses. This is *right* as well as *liberal* and is worthy of imitation.

WISCONSIN STATE TEACHERS' ASSOCIATION.—The Fourth Annual Meeting of the W. S. T. A., will be held at Beloit on Wednesday, 20th of August next. The friends of education throughout the State are urged to attend.—Business of the utmost importance to our educational interests will naturally come before the Association for consideration. Teachers should exert themselves to awaken an interest in the different parts of the State, which shall be exhibited by a large attendance. It is to the Teachers of the State that we must look for the elevation of our schools, and the education of the youth of the State. Nothing thorough and far-reaching can be done without that systematic effort contemplated by the Association. We hope to see every county in the State represented.

Arrangements will be made with the Railroad Companies of the State, to carry those wishing to attend the Convention for half-fare. We are requested to state that the citizens of Beloit will extend their usual hospitality to all teachers who may be in attendance.

The session will commence at 10 o'clock A. M., on the 20th of August. J. L. Pickard, Pres. of the Association, will deliver the opening address. D. Y. Kilgore, of Madison, will read a paper on "*The Nature of a Good Education.*" W. Van Ness, of Fond du Lac, will read a paper on the "*Disconnection of Superintendency and Politics.*" N. G. Harvey will read an essay on "*The present state of Education in Wisconsin.*"

Dr. Adams, of Illinois College, will deliver an address in the evening. A. C. Spicer will read a paper. Other persons will address the Association, due notice of which will be given. Besides Addresses, there will be discussions and reports of importance. Among subjects that will come up for consideration may be mentioned Normal Schools and Reform Schools.

SPECIAL NOTICE.—The Executive Committee of the Wisconsin Teachers' Association are requested to meet at the Bushnell House, Beloit, on *Tuesday, August 19th, at 7 P. M.* Other active friends of education are invited to be present. The following are the names of the Executive Committee: A. J. Craig, A. C Spicer, E. B. Goodrich, M. P. Kinney, J. L. Pickard, D. Y. Kilgore, Jno. G. McMynn.

THE following Circular from Hon. A. C. Barry, was received too late for insertion in its appropriate place, consequently we have placed it in the Editorial department:

CIRCULAR.

OFFICE OF SUPT. OF PUB. INS.,
Madison, July 1, 1846.

TO TOWN SUPERINTENDENTS:—Will you have the kindness to communicate to this Office between this date and the first day of November next, a detailed statement of the condition of schools and the progress of education within your several jurisdictions. State what degree of interest is felt and manifested on the part of parents and others. What is the standard of qualification of Teachers? What are the branches taught in the several schools?—What obstacles and embarrassments, if any, in the way of educational prosperity? What is needed to render the schools more efficient and useful? What changes, if any, in your opinion of our School Laws, or modifications of our School System, are required to meet the educational wants of your town? Whether you have a uniformity of Text Books in the schools under your supervision, and, if so, what Text Books are used. Any additional facts, suggestions, recommendations, &c., will be gladly received.

I trust you will not fail to communicate to this Department as above desired. The information sought cannot be obtained from the Annual Reports; and without it we are unable to determine with any degree of accuracy what is the condition of our schools, and what the measure of educational prosperity in our State.

Yours Truly,
A. CONSTANTINE BARRY,
Sup. Pub. Inst.

DR. JOHNSON applied himself to the Dutch language but a few years before his death.—Most of our merchants and lawyers of twenty-five, thirty and forty years of age, are obliged to apply to a teacher to translate a business letter written in French language, which might be learnt in the tenth part of the time required to study the Dutch; and all because they are too old to learn

WHO IS TO BLAME?

It is asserted, by travelers, that there is no other country, claiming to be civilized, whose public edifices, monuments, &c., are so generally marred, and so disgustingly defaced, as our own. Crime may prevail more extensively in other lands, beggary may exhibit itself in more disgusting forms, but we stand alone in the downright, *unmitigated meanness* of marking and polluting our public places. The "lazaroni" of Southern Europe, amid all their degredation, still cherish that within them, which responds to the beautiful around them. The privilege of bedaubing fences, whittling posts, drawing obscene pictures on the walls of our public halls, and writing obscene expressions wherever the eye will probably rest upon them, will soon be claimed as one of our "institutions."

We hold teachers responsible, to some extent, for this disgraceful practice. We do not intend to excuse parents, but the indifference of parents may be attributed to the negligence of the teachers of the last generation. In many of our school-rooms may be found these foul signs, which tell so plainly the nature of the mind that guided the hand in making them:—Teachers should inculcate the most sacred regard for purity both *in* and *out* of the school-room. The teacher who declares his inability to cure the evil referred to, only shows his own want of fitness for his responsible position. In order to remove this evil, tact is necessary.—Rules are ridiculous, and coercion impotent.—A public sentiment must be developed that will burn this habit out. This cannot be immediately obtained. It cannot be formed by formal and learned lectures. It may be necessary to speak privately, to those least inclined to violate the claims of purity and taste, until a nucleus is formed in the mind of the school, about which may gather the good thoughts the teacher may suggest in a public manner. Certainly there must be some way of reaching the evil. A school in which the claims of purity are disregarded is a curse to any community. The disgusting habits of the pupils in many of our schools absolutely preclude all progress in anything that a good school ought to promote.

Let teachers direct attention to this matter at once, as the most effectual means by which they can secure the necessary conditions of intellectual and moral progress. And if little else is done during the next six months, than to secure attention of parents and pupils to it, the next generation will have cause of gratitude.

ITEMS.

A FINE Union School building will be completed at Reedsburgh, Sauk Co., about the 1st of September. The building is 31 x 42 feet, and will be well-finished. We learn that a first rate teacher is wanted to take charge of the school.

DURING the past year, three new school-houses have been erected in Racine. The buildings are 40x50 feet, two stories high, and well finished. They cost, including lots, about $5000 each. They are designed to accommodate the Primary and Intermediate Departments of the city schools. The High School building was erected three years since, and is valued at about $15,000. The value of school property owned by the city, at present, is at least $35,000.

THE Kenosha Public Schools closed a prosperous term on the 3d inst. We understand that the present teachers, will, with few exceptions, remain during the next year.

WM H. WELLS, for sometime past Principal of one of the Massachusetts Normal Schools, has been appointed City Superintendent of Schools in Chicago.

THE people of Columbus are making efforts to erect a Female Seminary. Ten acres of ground have been donated, and about $2000 have been subscribed.

☞ DURING the past year the number of children attending the Public Schools of North Carolina was three thousand more than during the preceding year.

THE Superintendent and Teachers of the Madison Public Schools, recently visited the Racine Schools. These visits of Teachers ought to be more frequent than they are.

STATE UNIVERSITY.—Courses of Lectures will be given, during the summer term, on the following subjects:—On the Physical Sciences, and their application to Agriculture and the Arts, daily, at 10 A. M., by Prof. Carr; on the Art of Teaching, Mondays, Wednesdays and Fridays, at 5 P. M., by Prof. Reed; and on Physiology, Tuesdays and Thursdays at 4 P. M., by Prof. Fuchs.

These courses are open, just as they should be, to citizens and strangers, and we doubt not will be of great benefit to those who hear them. We rejoice in these unmistakable indications of life in our University.

☞ A FINE School House will be erected at Oak Creek, Milwaukee Co., during the present summer. No better evidence could be furnished of the intelligence and public spirit of the citizens of this thriving town.

BOOK TABLE.

SPRAGUE'S NATURAL PHILOSOPHY.—This is a new work and exhibits a familiar acquaintance with the manipulations of Natural Philosophy. The folly of attempting to teach this branch without apparatus suitable for illustrating the principles, is very generally acknowledged, and we think this work will be found of great value, both as a class book and as a reliable guide for teachers or those wishing to purchase or construct apparatus. The illustrations are very fine and the directions for using apparatus are very specific, and the principles are discussed with that clearness so essential to a proper understanding of the subject. Published by *Phillips, Sampson & Co., No.* 13, *Winter street, Boston.*

PENNSYLVANIA SCHOOL ARCHITECTURE.—The object of the Legislature of Pennsylvania in publishing this work, was to furnish the Districts of the State a safe guide in School House Architecture. The wisdom of such a course will be more evident when we remember that even in our own state thousands of dollars are annually wasted in building inconvenient, ill-arranged, poorly ventillated and ill looking houses.

In this volume we have the results of experience on the part of teachers and of study on the part of architects, and the liberality that has been shown by the people of the Key Stone State in publishing it, is worthy of all praise. Thomas H. Barrows, Esq., is the editor, and has shown himself admirably qualified to direct in this important department of the educational movement.

OUTLINES OF UNIVERSAL HISTORY.—*By George Weber.*—We have read this compend with much interest, and we think it well calculated to awaken an interest in the pupil's mind and excite his zeal for inquiry. Clearness and animation characterize every page, and the care with which the translation from the German has been made, as well as the reputation of the American Editor, Francis Bowen of Harvard College, leave us in no doubt as to the accuracy of the work.

This is not a mere register of the events of history, but the materials which have been selected, have been arranged in historical succession. We cheerfully commend this work to the attention of teachers wishing a good manual for private use, or a good text book for their schools.—*Published by Hickling, Swan and Brown, Boston, Mass.*

GREEN'S BOTANY.—This work is well spoken of by those qualified to decide concerning its merits. It consists of two parts—the Primary Class Book and the Analytical Class Book.—The former will be found suitable for the District School, and the latter for the Academy or High School.—*Published by D. Appleton & Co., New York.*

THE STUDENT AND SCHOOLMATE.—A neat wide awake monthly, designed for families and schools. Each number contains Declamations and Dialogues, and is also intended for a monthly Class Reader in School.—*Published by N. A. Calkins & Co., 348 Broadway, New York.*

FAITH.—The eye in which is doubt will swim irresolute, the arm of the doubter will hang powerless. It is only the calmness of truth that must steady the one, and the energy of truth that must nerve the other. Falsehood is perfect blindness and perfect death.

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME I.—AUGUST, 1856.—NUMBER VI.

(From Am. Journal of Ed.

MORAL EDUCATION.

THE BEST METHOD OF TEACHING MORALS IN COMMON SCHOOLS.

BY REV. CHARLES BROOKS, OF MEDFORD, MASS.

THIS world is our school-house: God is our Teacher and the Bible our class-book, and yet there are in the United States, two millions of children between the ages of 5 and 15 who receive no moral culture; so many heathen in the midst of Christianity; barbarians in the midst of civilization! Do you ask, what are we going to do with this increasing army of future voters, who begin to think they hold the balance of power and are therefore preparing to take command of the country.—That is not the question. The question is, what are they going to do with us?—I can find but one way of disarming the native savageness, and of preventing the probable future venality of this mass of our own and foreign population; and that is, *by having a law that shall compel every child to go to school*, and then *by having moral nurture secured to every pupil.*

That morals should be taught to every school I take for granted. That they *can* be taught in every school I also take for granted; because they are taught in hundreds of schools in the country. In the Kingdom of Prussia, religion stands first in every catalogue of school-studies and it is taught in every school. In Holland it is required to be taught, according to law, in every parish as a separate branch, and the clergymen must transmit his marks of merit, of each pupil, to the public school teacher, and those marks go to make up the relative rank of the pupil in that public school. In our country it is forbidden by law to teach sectarian dogmatics in public schools; but not forbidden to teach morals. The question before us now is, *how can morals be most effectually taught in our common or public Schools?*

Can there be a more difficult problem for solution? It confessedly stands at the head of perplexing questions in this department on account of the jealousy of different religious sects. I undertake it with extremest diffidence; but without angling for sympathy or wasting time in apologies, let us to our work.

What is it to *teach* morals in a school? It is to impart moral ideas to children's minds by words; and then, by exercise and example, to make those moral ideas become active principles, embodied in the life. The intellectual idea is first, as a cause; the good life is second as an effort.

Under the head of morals I include all principles which should regulate the conduct of men: viz, justice, veracity, temperance, industry, chastity, economy beneficence, love of truth, love of order, conscientiousness, obedience to law, obedience to parents, veneration of age, duties to brothers and sisters, duties to the young, to the state, to the cause of right, liberty, and love. To do violence to any

of these principles is to do an immoral act; it is to go contrary to the will of God and the commands of Christ.

Having defined what is meant by morals, and what it is to teach them, the *modus operandi* is the next question.

I apprehend there are four ways or methods by which these moral principles may be taught in the schools of the United States. Three of these methods are direct; one indirect. The indirect method I will mention first; and it is through the

Family. If parents communicate moral ideas to their children's minds by fireside instruction, and communicate spirritual glow to their hearts by eloquent goodness of life, then their children go to school prepared and willing to receive moral culture there, and prepared also to set before the school, winning lessons of moral beauty. Such children become so many silent teachers of morals in the school. If children receive no spiritual development at home, then they go to school with calloused hearts. In one sense, therefore, parents are to decide whether moral culture can or cannot be prosecuted in the school.

Again. If parents in their families, will speak respectfully and affectionately of the teacher of their children, then those teachers can get hold of the minds and hearts of their pupils; but, if parents speak distrustingly or contemptuously of the teachers of their children, then those teachers can do their children very little good. Parents, therefore, have it in their power morally to strengthen or build up the school or to weaken or destroy it. The family is God's primary school, introductory to the public school. In the family everything and everybody teaches. There are infinitely complex and indescribable feelings, which there give the greatest force to ideas and an unconscious influence to conduct. These manifest themselves in the glance of a mother's eye, the tones of a father's voice, and the manner of a faithful friend. It is this mysterious something, which is all around us like an atmosphere, that truly and permanently shapes youthful character. The children think the family thoughts, catch the family manners, and follow the family aims; thus carrying the family morals into the school-house, as the grinder of aromatic seeds carries with him wherever he goes, the fragrance of his workshop.

My first mode, therefore, of securing moral teaching in the school, is to secure it in the family.

The second method of teaching morals in schools, is *by the voice and example of the teacher.* This method is direct. The whole practical philosophy of the school system may be summed up in these eight words, "as is the Teacher, so is the school." The nineteenth century demands a higher type of teachers; teachers who are more than a match for the intense mental activity of the age, and who can more than master its tyrannous selfishness. The 19th century imperiously demands, also, that the high and sacred office of teacher should be made a *fixed profession*, and that school instructors should be as fully prepared for their duties as the clergyman is for his. Teachers, teachers, yes, I say teachers have an inconceivable and paramount agency in shaping the destinies of the world. If the question be put to me,—which is the most important to the highest and most durable interests of society, viz; to have a competent pulpit orator for 1000 grown up persons, or to have a competent school teacher for the children of those 1000 persons, I answer, that in my judgment it is the most important to have the competent teacher; inasmuch as the foundation and walls of a building are more important, on the whole, than its finish or its furniture. We have reached a period of the world when society needs whole men; men, whose physical, intellectual and moral powers have been developed in their natural order, proper time and due proportion; men, in whom each of these powers occupies the exact place in the grown-up *character*, which God ordained in the infant *constitution.* How can we have *such* men except by the early unfolding of their various powers? I say *early.* This work must be commenced as soon as reason dawns and conscience speaks. What so necessary as competent teachers of the young mind, and competent guides of the young heart? It is competent teachers, therefore, that I would use for inculcating moral truth and Christian virtue in our common schools. A stupid, unfaithful and vicious

teacher, in a company of innocent children, is what the serpent was in Paradise.

It comes then to this,—that, if we have accomplished, purposely prepared, faithful and Christain teachers in our schools we *can* have and certainly *shall* have morality taught in them, both by precept and example. If we have not such teachers, we have no right to expect such instruction. As is the teacher, so is the school. Nothing can be truer. Competent teachers, whose learning is sanctified by piety, and whose characters are all radiant with love, will assuredly impart their nobility of soul to their pupils.—Their spiritual magnetism will go out from them whenever innocent childhood presents itself as a conductor. Such teachers will unconsciously throw into the daily lessons some moral suggestion, moral hint, moral maxim, or moral query —thus giving moral polarity to every thing. Morals will thus act the part in the daily instruction, which oxygen acts in the atmosphere; *insensibly* mixed with other ingredients, yet the life of them all. Such teachers will be consistent. They will strive to be what they teach; and thus throw over all their instruction the beautiful illustrations of their own example.

Now it is very plain, that such teachers, who project themselves into the motives and affections of their pupils, will gradually, but insensibly, become a rule, a conscience, aye, a Bible to them. The sight of such an instructor will be to them as the beauty of holiness; because they know his heart is moved by generous impulses, and his life governed by lofty principles. In one sense he represents God to them. Such a teacher knows that our earthly life and our immortal hopes are intended to form character, and that character does not come of mathematics and logic, so much as from the daily exercise of the intellectual and moral faculties united, and from the daily practice of good deeds. When he reads the Sacred Scriptures each morning (and no school should ever be opened without reading them), he will select those parts which will most readily attract juvenile curiosity and most seriously impress youthful hearts. When he leads in their devotions (and this service should always follow the reading of God's holy word), he will take great pains to pray like a child, and not like a man; and in all religious services he will be specially moved by brevity and humiliation, by earnestness and simplicity to touch the deepest fountain of feeling in his pupils. By this reading of the Scriptures and offering of prayer he will teach them that they should begin everything with God; that they should never plan what they dare not ask him to aid, and never do what they may not ask him to approve. Over the school-room door of one of the Normal Schools in Germany are these three words, "Pray and Work." This command our Christain teacher would obey, and persuade his pupils to obey. Thus he would make morality permeate all true culture, and seize every little incident whereby he could expand the idea of right or deepen the love of truth. I say, that the teacher who is thus filled with Christ's holy spirit and God's holy love, can no more abstain from teaching morality in his school than he can abstain from breathing. My second practical method therefore, of teaching morals in schools is to have competent teachers, who are fully able and ever ready to do in this department, what God and nature require to be done.

The third practicable method of teaching morals in our public schools is by *books*. The Bible should occupy the first place in schools. Whether it should or should not be introduced, is a question I would not consent to entertain; for, if God's own word is not to be read by his children, I know of no book that should be.

There are good moral class-books which might be used with great effect by the teachers. There is a small book called "Morals for Schools," written by a lady of Maine, which has done much service; but the best work of the kind, I think, is Dr. Wayland's "Moral Science." This great and good man has secured the lasting gratitude of the philanthropist and the Christain; and now, after a long, useful and brilliant career, retires from his high position amidst the benedictions of the country. Let me now speak of our school-books, and I say, that books, like teachers, must have morality in them, else they cannot impart it. Books

therefore, must be made with special reference to this paramount object. The reading books should contain interesting stories, dialogues, poems, parables, portions of natural history, description of storms, seasons, atmospheric phenomena, biography of good men and women who have resisted temptation, and attained eminence by their moral force of character, biography of bad persons who have come to poverty, disgrace and ruin by yielding to temptation. The most valuable information, and the most attractive moral principles may be so united in a reading book, as to be imperceptibly introduced together to the young mind. The grammar book should teach its science thoroughly, but its principles should be illustrated by short and pithy maxims which contain the moral element. If the author of a grammar wishes to do it, he can make its pages luminous with Divine truth, without exciting the least surprise in any pupil. So the author of a geography, without any violence to his pupil's feelings, can show the earth to be full of the riches of God, and thus make the footstool of the Almighty an altar of devotion. History, how it shows, at almost every step, the development of a vast, almighty, moral government! Half the facts of history are luminous with the steps of a divine providence. Why sho'd not a history beam a similar radiance?—Take astronomy. How irresistibly that science leads to our trust and adoration of God; and while it assures us that "an undevout astronomer is mad," should not the books that teach this sublime science, be full of light from the Son of Righteousness? Then there is arithmetic; and even from this least promising of departments, a child may be taught to number his days so as to apply his heart to religious wisdom. If the makers of school-books resolved to give to every book a true moral and spiritual polarity they could do it without betraying the religious sect to which they belong.

I hardly, therefore, need say, that we need books with a vastly higher type of character than those in common use. We need books which do *not* put asunder what God has joined together. We need books charged with moral electricity, which will flow by an insensible stream into the student's open soul.

Examine all the school-books used in the public schools of the United States; and you will say that nineteen out of twenty go upon the supposition that the intellect only is to be cultivated. You would hardly guess from them, that a child had a heart to be sanctified, as he has a head to be enlightened. I say, then that we need school books upon a new plan; books which embrace the whole complex nature of childhood; books which look at the world, at man, at truth and duty, from God's angle; books which so communicate the divine ideas in science, and in life, that they can make us think God's thoughts after him. I see no reason why we should not have such books; and when we *do* have them, what a mighty power will they become for infusing the eternal principles of Christ's morality into the soul of inquisitive and impressible childhood. And this is my third way of teaching morals in schools.

My fourth and last method is this—to introduce *voluntary discussions* on moral topics. The head master should preside over, and direct them. Such discussions would incidentally teach children grammar, the art of expression before numbers, the laws of fair debate, the principles of just criticism, the laws of order, &c.; but, my plan is to use them for teaching moral truth with exceeding distinctness and power. A book of debatable questions, embracing history, biography, government, domestic life, play, work, virtue, vice, &c., should be prepared with special reference to such a school exercise. If such a book does not exist, let the teacher give out such a question from his own mind as he knows to be fitted to his pupils; such questions as the following:

1. Can a person be justified in telling a falsehood under any imaginable circumstances?

2. Is every citizen morally bound to vote in the election of town, state, and national officers?

3. Is every person who owns property, morally bound to have a written will and testament?

4. How far is a good brother or sister morally bound to help a bad brother or sister?

All human life and human history

would furnish the teacher with topics or suggestions. Almost every newspaper might contain records of demoniacal crime or god-like virtue, which could be made fertile in moral impressions. Let the teacher give out his question, and kindly ask each pupil to express his opinion upon it. This exercise, after a few trials, as I know from experience, gets to be very interesting to the pupils. Look at this matter closely. By this process a moral principle is brought palpably before each child's mind. A vote upon the question is to be taken at the end of the discussion; and each vote is secret, written on a scrap of paper, with the voter's name attached. Is it not plain that each young mind in that school will listen to the question, dwell upon it, turn it over, and turn it round, and try to see where the truth lies? As different speakers give their opinions, the whole assembly waves with emotion, and thoughts are suggested to many minds which no common teaching could educe. Now, what is the effect of this exercise? Is it not to bring soberly before each mind an important moral principle, and then to apply that principle to actual life? Each child knows that he must write down his opinion in his vote; and how certainly will this lead each one to give the best judgment he can form. Is not this direct and powerful moral teaching in school? This mode makes use of the whole school to teach that school Christain morality. By this exercise the ideas of right and wrong are entertained by the pupil, and then brought to decide upon moral differences. This exercise, therefore, converts each mind from the *passive* to the *active* state; the only state in which a child learns. The young thoughts kindle as they dwell on the suspended question. The whole soul begins to move, the curiosity is wide awake, the feelers are all out, the reason compares, the judgment weighs, conscience decides, and open side is taken for the right. And I ask if this is not moral teaching? How easy, how natural, how persuasive is such an agency; and how perfectly free from all sectarian prejudice! Without suspecting the philosophy of the process, the child insensibly becomes imbued with spiritual ideas, moral truths, practical rules, and Christain motives. Without knowing it, he is lifted up, in company with his classmates, into the higher regions of a divine life, and that life becomes the *fashionable* fact of the school. Thus this exercise gradually brings out the divine image in the young and moulds them into a resemblance of the "holy child, Jesus."

I am now prepared to state a most important fact. By this easy and delightful process of self-culture, the children have set up in the midst of their school *a common standard of right; a common conscience; a school conscience.* By means of two such exercises in each week, they have created, in their midst, an intellectual moral umpire to whose eternal principles they bow. To this they refer when they make nice and moral distinctions, and when they measure moral wrong with precision. Thus the government of the school is carried on by the scholars. Is not this securing spiritual development?

How natural and practicable is this method! But, I have one more which you may think better yet. It is this.—To convert the whole school into an amicable jury for the purpose of trying imaginable cases of disobedience in the young.

Whenever a pupil commits an offence let the master conceal his name and call him *Justus*, and then the whole school be called to see that justice is done to the unknown offender. Let *Justus* have a chance of explaining and vindicating himself by counsel. Let him be dealt with according to the equitable rules of our common courts; so, that if he is condemned he may know why. The master must be the final judge: and the offender is never to be punished in the presence of any one, except the master who administers the chastisement. The method of conducting such a moral lesson may vary according to circumstances; sometimes only a friendly consultation; sometimes a silent vote after the master has explained all the facts. Another mode might be this in extreme cases.—Let the teacher select three boys or girls who are to act the part of accusers of Justus, and let the school select three who are to plead for him. Let the rest of the school be jurors, who are to give their vote or verdict on paper, each one wri-

ting his name under his verdict. Let witnesses be summoned and give in their testimonies, and let everything be done which will bring a just verdict. If difficult points come up, so much the better; let the teacher expound them.

In a trial of this kind, there will be an intense interest awakened in every pupil's mind. Each one knows that he has to write his verdict; and he therefore is exceedingly desirous of understanding the case. He will listen to the evidence, follow the pleadings on each side, weigh the objections, balance the probabilities and feel his moral responsibilities. He will desire to do what is right, and especially desire not to do wrong. In such a trial, how unconsciously would come up the principles of equity, the rules of morality, the commands of parents, and the will of God. Opportunities would occur during a year, of teaching every ethical principle, and scrutinizing every department of human conduct. And be it noted also, that this teaching is in a form never to be forgotten. Here is a great result; these trials would show what? They would reveal the requirements of morality and furthermore *reveal the direct application of its eternal principles to the every day conduct of life.* During the whole trial, moral truth and christian law would occupy the minds and move the hearts of the entire school. The rules of right and the maxims of virtue would not present themselves to the young minds there, as a theory or a guess but as solemn, tangible, binding, immortal and practicable principles. Each child would get to understand that the principles of morality are omnipresent and almighty; that they are the rules of the divine government, and that they do not for a moment relax their benignant, all pervading requirements over the mind, any more than gravitation relaxes its power over the body. By such a trial each child comes to believe and feel that morality binds every thought, will, and act, thus connecting him with God and immortality, and thus bringing before him his future accountability. Now where a school exercise thus brings together moral principle and daily conduct, I ask if this is not the exact definition of teaching morals in common schools?

OBEDIENCE.

The old obedience has certainly passed away; and it is also true that obedience has never been, and never can be, bought with money. But there is a *new* obedience possible, aud no parchment written by human hand—no gold dug from earthly mine, can give any man a title to it.—That title must be written with other than human ink, bought with other than earthly gold. It must be written on the brow, in lines of strength and thoughtfulness, it must be seen on the lip, where earnest self-respect and habitual self-command, and resolution that can die, have displaced vanity, sensuality and pride; it must glow, with a clear and ethereal fullness as of heaven's sanctioning light, from the unagitated eye, in the calmness of comprehending knowledge, the deliberate energy of justice, the disarming magic of love, the constraining majesty of godliness.

As never before, all men are now flung on their individuality; obedience is seen to be a thing beyond the reach of purchase, the possibility of transmission. If you *can* rule men they *will* obey you; if you cannot, there is no help. * * * The old reins by which men were guided have been wrenched from the hands of the drivers; the drivers themselves have, in some places, been rolled in the dust, and trampled in their gore; but a strong and wise man can yet take the seat, and with new reins—the golden cords of love; the viewless chains of sympathy—still guide and control men.—*Peter Bayne.*

PUNCTUALITY.—If you desire to enjoy life, avoid unpunctual people. They impede business and poison pleasure. Make it your own rule not only to be punctual but a little beforehand. Such a habit secures a composure which is essential to happiness.

BLESSED BE NOTHING.

Nay, wealthy brother,
Lend me no pity because I am poor,
Dray horses staggering, loaded 'till dark,
Rather should pity the light soaring lark,
Borrow you rather, to keep in your track,
Hands of Briareus, Hercules' back,
Keen eyes of Argus, and Midas' grave ears,
I with two hands, and a heart void of fears,
Labor, the one gift of life to secure.
Blessed be nothing!

Surfeited brother!
Last night you feasted, then slept upon down,
Dreaming such dreams as were better untold,
When the grim nightmare but loosened his hold,
Discounts and dividends rapped o'er your head.
Care, the beaked vulture, with claw-footed tread,
Stalking round stealthily, gnawed at your breast;
Maize was my supper, a straw bed my rest.
Slumbers like mine buys no king for his crown.
Blessed be nothing!

Self-prisoned brother!
Pass, in your crystal and velvet car borne,
With your gay household of half-breathing dolls,
Prattling of operas, bonnets, and balls,
So whirl you on with a prone; wrinkled brow—
While the brown clods leaping under my plow,
I, careless, whistle, hear Merrimac glide,
See old Monadna, his clouds brushed aside,
Nodding to me through the blue, misty morn,
Blessed be nothing!

Manacled brother!
Never again do you hope to be free?
Manhood within is shrunken with shame,
Thinking the thoughts of a client, a name—
Thoughts of your customers, party or town;
Shackled and bent to all thoughts—but your own,
Senate or White House too poorly wo'd pay.
Bartered I thus for my birthright, to say
Nothing but duty and love fetter me,
Blessed be nothing!

Idol-bound brother!
Many a god sees you bow at his shrine,
Leaden-eyed Mammon, bedizened with charms;
Fashion, the pitiless Moloch, whose arms
Stifle and scorch you at once in their fold,
Never a cloud edged with silver or gold,
Hangs up its curtain 'twixt me and the One,
Shining upon me as clear as the sun.
Keep your mean idols—I choose the divine.
Blessed be nothing!

Ah! hardened brother!
We shall be crossing a deep river soon,
Will not your trappings encumber you there?
O'er the rough current no boatmen will bear
Ingots and coins to Elysium's gate;
Heavy as millstones, you sink with their weight.
Bidding good-bye to the world, I shall shout
"Nothing I brought here, I take nothing out
But a soul free for singing the angels' sweet tune,
Blessed be nothing!

—*Lucy Larcom.*

MAN'S LIFE IS TWO FOLD.

Man has two lives; the one of patient toil,
Of ceaseless travail with the stubborn ground.
Of battling with the burly sea's turmoil,
With stubborn metals and the anvil's sound;
The other is a maze of vision'd things,
Infinitely fill'd up with shapes ideal;
Of gentle thoughts or wild imaginings,
Of shadeless bliss, or terrors grimly real,
And all the winged spirit may conceive
Of human happiness or heavenly wonder.
O, blest is he who best can interweave
This earthly toil with images sublime;
And dwell mid common things such glories under!
Most hapless he who racks his weary time
In each apart; and rends these lives asunder.

"God's ways seem dark, but soon or late,
They touch the shining hills of day."

[Selected for the Wis. Jour. of Ed.

THE SCHOOL MISTRESS,

—OR—

HOW TO MANAGE CHILDREN AT SCHOOL.

"The school mistress is coming—the school-mistress is coming;" shouted a dozen voices at the close of half an hour's faithful watch to catch a glimpse of our new teacher. Every eye was turned toward her with most scrutinizing gaze; for children, as well as others, always form an opinion of a person, particularly of their teacher, at first sight.

"How tall is she?" exclaimed one.

"No, I ain't afraid of her, nor a dozen like her," exclaimed the big boy of the school.

"Nor I either," exclaimed the boy's little ally. "I could lick her easy enough; could'nt you Tom?"

"Yes, and I will, too, if she goes to touch me."

"Hush!" said one of the girls, "she will hear you."

By this time she had nearly reached the door around which they clustered, and every eye was fixed upon her face with an eager, yet thoughtful gaze, uncertain as yet what verdict to pass upon her.

"Good morning, children," she said, in the kindest voice in the world, while her face was lighted with the sweetest smile imaginable. "This is a beautiful morning to commence school, is it not?"

"I know I shall love her," whispered a little pet in my ear.

We all followed her into the school-room, except Tom Jones and his ally, who waited until the rest were all seated, and then came in with a swaggering, noisy gait, and a sort of saucy look, as much as to say "who cares for you?"

Miss Wescott looked at them kindly, but appeared not to notice them further. After a short prayer, and reading a chapter in the Bible, she passed around the room, and made some remarks in regard to themselves and their studies.

"And what is your name?" she asked, laying her hand on Tom's head, while he sat with both hands in his pockets, swinging his body backwards and forwards.

"Tom Jones," shouted he, at the top of his voice.

"How old are you, Thomas?" she asked.

"Just as old again as half," answered Tom with a saucy laugh.

"What do you study, Thomas?"

"Nothing."

"What books have you?"

"None."

Without appearing to be at all disturbed at his replies, Miss Wescott said: "I am glad that I am to have one or two large boys in my school; you can be of great assistance to me, Thomas. If you will stop a few minutes after school this afternoon, we will talk over a little plan I have formed."

This was a mystery to all, and particularly to Tom, who could not comprehend how he could be made useful to anybody. For the first time in his life he felt as if he was of some importance in the world. He had always been called the bad boy of the school, and he took a sort of pride in being feared by the children and dreaded by the teacher.

Miss Wescott comprehended his whole character, and began to shape her plans accordingly. She maintained that a boy who, at twelve years of age, made himself feared among his school mates, was capable of being made something of.—Heretofore, all influences had conspired

to make him a bad, and perhaps a desperate character; and she was determined to transform his character, by bringing opposite influences to work upon him; and to effect this, she must first win his confidence, which could not be done in a better way, than by letting him feel that she placed confidence in him.

When school was out, more than half the scholars lingered about the door, wondering what Miss Wescott had to say to Tom Jones. He had oftentimes been bid to remain after school, but it was to receive punishment or a lecture, and nine times out of ten he would jump out of the room; but it was evidently for a different purpose that he was to remain now, and none wondered what it could be more than Tom Jones.

"Don't you think, Thomas, that our school-room would be far more pleasant if we had some evergreens to hang about it—something to make it more cheerful?' inquired Miss Wescott.

"Yes'm, and I know where I can get plenty of them."

"Well, Thomas, if you will have some here by eight o'clock to-morrow morning I will be here to help you put them up, and we will give the children a pleasant surprise. Here are some books I will give you, Thomas; you may put them in your drawer. They are such as I want you to study."

"But I can't study geography and history," exclaimed Tom, confidently; "I never did."

"This is the reason why you think you cannot," replied Miss Wescott, "I am quite sure you can, and will love them, too."

"Nobody ever cared whether I learned or not, before," said Thomas, with some emotion.

"Well, I care," said Miss Wescott, with earnestness; "you are capable of becoming a great and good man; you are forming a character for life, and it depends upon yourself what you become. The poorest boy in this country has an equal chance with the wealthiest, and his circumstances are favorable for becoming eminent, for he learns to depend upon himself. I will assist you all I can in your studies, Thomas, and I know you will succeed. Remember that I am your friend, and come to me in every difficulty,"

Tom Jones had not been brought up; he had come up because he had been born into the world, and could'nt help it; but as for any mental or moral training, he was as guiltless of it as a wild bramble of a pruning knife. His father was a bad man, and his mother a totally inefficient woman. At home he received nothing but blows, and abroad nothing but abuse. Bad passions were therefore excited and fostered, and his good ones never called out. He always expected that his teachers would hate him, so he whetted anew his combative powers to oppose them, and he had made up his mind to turn the new mistress out of doors.

When, therefore, Miss Wescott declared that she was glad to have him in the school, he was amazed, and could not understand why she should manifest such an interest for him—and to give him a set of books was perfectly incomprehensible to him. Miss Wescott understood his position and character, and determined to modify them. She felt that he was equally capable of good and bad action, though the bad now predominated. She knew that his mind must be busy; one might as well think of chaining down the lightning as bending down that wild spirit to his books. She would give him em-

ployment, but such as would call out a train of ideas and thoughts. He must feel that he is doing good for others' sake, and that he was not guided alone by his own wayward will; yet there must be no appearance of restraint upon him,—he must change to do good.

Tom Jones went back home that night with a new spirit in his breast; for the first time in his life he felt that he was capable of rising above his present condition, and becoming somewhat greater and better than he was. His mind became inundated with new and strange emotions; and like a mighty river turned from its course, his thoughts and energies from that hour sought a new direction.

The next morning he was up with the dawn, and when Miss Wescott arrived at the school-house, she found Tom Jones there with the evergreens.

"Good morning, Thomas," said she kindly, "so you are here before me. You must have risen early, and I see you have found some beautiful evergreens. Now if you will help me to put them up, we will have the room arranged before nine o'clock."

"I have brought a hammer and some nails," said Tom, "I thought we should want them."

"Yes, so we shall, I am glad you tho't of it," replied Miss Wescott.

That day, every scholar looked amazed to see Tom Jones actually studying his book, and hear him answer several questions correctly: and they were still more confounded, when, at recess, Miss Wescott said:

"Thomas, you will take care of these little children, will you not, and see that they don't get hurt? You must be their protector."

One would as soon have set a wolf to guard a flock of lambs, as Tom Jones to take care of the smaller children.

"Well," exclaimed Sam Evans, "I never saw such a school-mistress in all the days of my life, did you, Tom?"

"No," replied Tom, "but I wish I had; I would have been a different boy from what I am now: but I am going to study and learn something, for Miss Wescott says I can, and I am determined to try."

I was astonished to see the effect that Miss Wescott's treatment to Tom had upon the other scholars. They began to consider him of some importance, and to feel a sort of respect for him, which they at first manifested by dropping the nickname of Tom, and substituting Tommy, which revealed, certainly, a more kindly feeling toward him.

In less than a week Miss Wescott had the children completely under her control, yet it was by love and respect she governed, and not by an iron rule; she moved among her scholars, a very queen, and yet so gained their confidence and esteem, that it did not seem to them submission to another's will, but the promptings of their own desire to please. One glance of her dark eye would have quelled insurrection, and made them happy for a day.

Julia Wescott always taught a school with a realization of the responsibility resting upon her, and she bent her energies to fulfill them. Carefully and skillfully she unlocked the soul's door, and gave a searching look within, in order to understand its capabilities, and she shaped her course accordingly. The desponding and inactive she encouraged, the obstinate she subdued, to the yielding and fickle she taught a strong self-reliance.—She encouraged the one single rain-drop to do all the good it could, and the rushing torrent she turned where it would fertilize rather than devastate.

LISTEN not to the flatterer.

EDUCATION OF BOYS AND GIRLS.

Parents do wrong to check, as they do, the outgoing of fraternal affection, by separating those God has especially joined the offspring of one father and mother. God has beautifully mingled them by sending now a babe of one sex, now of the other, and suiting, as any careful observer may discern, their various characters to form a domestic whole. The parents interfere, packing the boys to one school, where no softer influence exists to round off, as it were, the rugged points of the masculine disposition, and where they soon lose all the delicacy peculiar to a brother's regard, and learn to look on the female character in a light wholly subversive of the frankness, the purity, the generous care for which earth can yield no substitute, and the loss of which only transforms him who ought to be the tender preserver of woman, into her heartless destroyer.

The girls are either grouped at home, with the blessed privilege of a father's eye still upon them, or sent away in a different direction from their brothers, exposed through unnatural and unpalatable restraints, to evils perhaps not so great, but with every danger as wantonly incurred as the others.

The shyness, miscalled retiring modesty, with which one young lady shrinks from the notice of a gentleman, as though there was danger in his approach, and the conscious coquetish air, miscalled ease, with which another invites his notice, are alike removed from the reality of either modesty or ease.

Both result from the same fictitious mode of education; both are the consequence of nipping in the bud those sisterly feelings that form a foundation for the rich use of those privileges to which she looks forward as a member of society; and if the subject be viewed through the clear medium of Christian principle, its light will become more brilliant, its shadows more dark, the longer and closer we contemplate it.—*Charlotte Elizabeth.*

JUVENILE ENERGY.

The following anecdote was related by William H. Maynard, Esq., at a meeting of the Lyceum, in Utica, some time since:

"In December, 1807, Mr. M. was teaching school for a quarter, in the town of Plainfield, Mass. One cold, blustering morning, on entering his school-room, he observed a lad that he had not seen before, sitting on one of the benches. The lad soon made known his errand to Mr. M. He was fifteen years old; his parents lived seven miles distant; he wanted an education, and had come from home on foot, that morning, to see if Mr. M. could help him contrive how to obtain it.

Mr. M. asked "if he had any acquaintances in the place who would give him their aid?"

"No."

"Can your parents help you towards obtaining an education?"

"No."

"Have you any friends that can give you assistance?"

"No."

"Well, how do you expect to obtain an education?"

"I don't know; but I thought I would come and see you."

Mr. M. told him to stay that day and he would see what could be done. He discovered that the boy was possessed of good sense, but no uncommon brilliancy; and he was particularly struck with the cool and resolute manner in which he undertook to conquer difficulties which wo'd

have intimidated common minds. In the course of the day, Mr. M. made provisions for having him boarded through the winter in the family with himself, the lad paying for his board by his services out of school. He gave himself diligently to study, in which he made good, but not rapid proficiency, improving every opportunity of reading and conversation for acquiring knowledge; and thus spent the winter.

This was the early history of the Rev. Jonas King, whose exertions in the cause of oriental learning, and in alleviating the miseries of Greece, have endeared him alike to the scholar and the philanthropist, and shed a bright ray of glory on his native country.

DO IT YOURSELVES.

Do not ask the teacher, or some classmate, to solve that hard problem. Do it yourself. You might as well let them eat your dinner, as "do your sums" for you. It is in studying as in eating; he that does it gets the benefit, and not he that sees it done. In almost any school, I would give more for what the teacher learns, than for what the best scholar learns, simply because the teacher is compelled to solve all the problems and answer all the questions of the lazy boys.—Do not ask him to parse the difficult words or assist you in the performance of any of your studies. Do it yourself.—Never mind though they look as dark as Egypt. Don't ask even a hint from any one. Try again. Every trial increases your ability, and you will finally succeed by dint of the very wisdom and strength gained in the effort, even though at first the problem was beyond your skill. It is the study and not the answer that really rewards your pains.

Look at that boy who has just succeeded after six hours of hard study, perhaps; how his large eye is lit up with proud joy as he marches to his class.—He treads like a conqueror. And well he may. Last night his lamp burned late, and this morning he waked at dawn.—Once or twice he nearly gave it up. He had tried his last thought; but a new thought strikes him, and he ponders the last process. He tries once more and succeeds; and now mark the air of conscious strength with which he pronounces his demonstration. His poor, weak schoolmate, who gave up that same problem after his first trial, now looks up to him with something of wonder as a superior being. And he is his superior.—That problem lies there, a great gulf between those boys who stood side by side yesterday. The boy that did it for himself has taken a stride upward, and what is better still, has gained strength to take other and better ones. The boy who waited to see others do it, has lost both strength and courage, and is already looking for some good excuse to give up school and study forever.—*Conn. School Journal.*

National Language.—The language of a people expresses its character. The French is smooth, flowing and elegant; but it has no such word as *home*, no such word as *comfort*, and no word to express the difference between *love* and *like*. On the contrary, *ennui* and *eclat* are famous words, which have no equivalent in English. And, moreover, the fact that the French term for *spiritual* means simply *witty*, with a certain quickness and versatility of talent—and you have a sufficient hint with regard to the character of the people.

Beware of the tempter.

NEVER TOO OLD TO LEARN.

The following well authenticated facts illustrate the principle that *man is never too old to learn:*

Socrates, at an extreme old age, learned to play on musical instruments. This would look ridiculous for some of the rich old men of our city, especially, if they should take it into their heads to thrum a guitar under a ladies window, which Socrates did not do, but only learnt to play on some instrument of his time, not a guitar, for the purpose of resisting the wear and tear of old age.

Cato, at eighty years of age, thought proper to learn the Greek language. Many of our young men at thirty and forty have forgotten even the alphabet of a language, the knowledge of which was necessary to enter college and which was made a daily exercise through college.—A fine comment upon love of letters truly.

Plutarch, when between seventy and eighty, commenced the study of Latin.—Many of our lawyers, not thirty years of age, suppose that *nisi prius*, *scire facias*, &c., are English expressions, and if you tell them that a knowledge of the Latin would make them appear a little more respectable in their professions, they will reply that they are too old to think of learning Latin.

Boccaccio was thirty-five years of age when he commenced his studies in polite literature. Yet he became one of the three great masters of the Tuscan dialect, Dante and Petrarch being the other two. There are many among us ten years younger than Boccaccio, who are dying of *ennui*, and regret that they were not educated to a taste for literature, but now they are too old.

THE path of duty is the path of safety.

THE COMPARATIVE VALUE OF MATHEMATICS AND THE NATURAL SCIENCES, AND MUSIC AND POETRY AND THE FINE ARTS IN THE EDUCATION OF WOMAN.

What constitutes a good education?—The universal answer will be—"That which prepares one for usefulness and happiness in his or her sphere of action." What is *woman's* sphere? Is it her duty to go forth and battle with the world in life's rougher field? A few advocate this, but the *true woman* shrinks from the very idea. Woman's world is in the more retired walks of life. The duties of the mass lie almost exclusively in the home circle, and from this charmed spot emanates her strongest influence.

She may sometimes find it in her line of duty to *teach*, but for this she requires naught but the first principles of Mathematics.

In these days of improvement we hear the constant outcry for the *rights of woman*. Her *wrongs* are certainly grevious enough. But where shall we turn to find for her an employment that will meet all difficulties? One that will accord with her taste and disposition? Are those sciences which are intimately connected with Mathematics in accordance with her tastes? The reports of every school, from the Primary to the highest Seminary, show that her mind turns elsewhere. From the time she is taught that "one and one makes two," till the frigid laws of gravity and the stern propositions of geometry, are drilled into her unwilling brain, she would fain close her eyes and ears against these "detestable, passionless abstractions" of Mathematics.

As woman has not a natural inclination to engage in the study of Mathematics, so is there no inducement held out to

cultivate a love for it. "Two dollars a week, and board round," will not pay for the time and labor employed. In that favorite illustration of Caroline Herschel—what part was allotted to her by her brother? Certainly not that of solving the netted problems of squares and cubes, of refractions and reflections.—Hers was a different part.

Then, if in Mathematics woman does not, and cannot excel, why include it in her education? Would it not be better to cultivate those powers with which she has been more liberally endowed. Her mind has left its impress upon the choicest treasures of Poetry and Song. How many characters have been formed, and how many souls strengthened, by the soul-inspiring thoughts of Hannah Moore, Jane Taylor, and Mrs. Barbauld? How many stricken hearts have been bound up by the sympathizing strains of Miss Landon? How many have bounded with new life and joy, inspirited by Mrs. Hemans' or the gentle Mary Howitt's lays? We could almost flit from bough to bough with Miss Gould's bird-like songs. But we must not confine woman's productions to that which is simply gentle and pleasing. Who could have expressed such sublime thoughts more beautifully than Mrs. Sigourney, in her "Apostrophe to Niagara." She has done what many have attempted, but none but herself attained. Talk not to me of Pope, Byron or Burns. The muses may have inspired their pages, but the native purity of the heart is gone. Let woman be placed in a school of *Poetry*. In that department she will be crowned, if the civilized world be her auditor and judge.

And *Music*:—Who can say enough in its praise? Picture to yourself a world without its influence. Gentle, though it be, yet it softens and subdues the spirit, and brings into play the nobler sentiments of the soul. Can a thrilling strain of music cause any other than pure thoughts? Breezes and birds bring to our ears harmony and song. Angels in the heavenly courts tune their harps to the great Creator's praise. Then teach woman music, vocal and instrumental. Through her, a happy influence will be diffused through society.

It has often been said that the Fine Arts, Drawing, Painting and Sculpture, were not adapted to woman; that nearly all the finer productions in this line were the works of men. This may be true, but heretofore she has studied them only to a limited degree. Numbers of ladies study only the rudiments of drawing and painting, when, if they would make it their study, their only study, they might become mistresses of the art. Woman is but beginning to awake to a knowledge of her abilities. Among the most distinguished artists in France, at the presen day, are Females. It is said that one of the most beautiful statues of the present age was modelled by a daughter of Louis Phillippe.

Then cannot woman find enough in the Fine Arts and Poetry to make her useful and happy? May she not wisely leave the sterner sciences to be studied, and the mysterious problems to be unraveled by man's more inflexible mind?—Yes, give them all to man. Let him eat them, drink them, and clothe himself with them, but in behalf of woman let me pray deliver her from them.

Platteville Academy. M. B. P.

"GENIUS unexerted," says H. W. Beecher, "is no more genius than a bushel of acorns is a forest of oaks.

FRANKLIN did not fully commence his philosophical pursuits till he had reached his fiftieth year.

Superintendent's Department.

LETTER OF J. L. PICKARD.

PLATTEVILLE ACADEMY, July 23, 1855.

Hon. A. C. Barry, State Superintendent of Public Instruction.

DEAR SIR:—I have the honor to acknowledge the receipt of your favor of the 13th inst., in which you propose the following question:

"Would the interests of Education in a State be enhanced by a legislative provision for uniting townships and incorporated villages, for the purpose of organizing Union and Central High Schools?"

It is evident that the interests of popular education are advanced by anything that tends to elevate the common school, and leads to a wise and economical expenditure of the school monies. That the system of classified schools, including all grades from the primary to the high schools, is the best adapted to secure this elevation and economical expenditure, needs no illustration, except with such as have no practical knowledge of its workings, or have bestowed no thought upon its reasonableness. All desire the stability and permanence of our common school system. But what security has any state that it will be permanent, except in provision for the training of those who are its main support—*the teachers*? And where, in our unclassified schools, are we to look for those who will rise far enough above the common level to become competent guides for the young?—To provide teachers, private schools must be established at an outlay far exceeding the extra expense of well classified schools which may in their higher departments furnish teachers for the lower, fully prepared for their work. On the score of *economy*, no one, who, for a moment, will consider the operation of schools classified, as compared with the present system of unclassified nondescripts, can doubt the importance of a thorough gradation of our public schools. And how can any school be elevated, in which all grades of scholars are crowded together under the direction of one teacher? As well may one expect to find a dwelling well completed and thoroughly furnished under the superintendence of a stone mason alone, though he did not stand at the head of his craft, as a well-disciplined and thoroughly furnished mind coming from a school taught by the best primary school teacher in the world, or the best high school teacher even.

Minds of different degrees of advancement require different methods of instruction and discipline, not practiced with equal success by the same teacher, nor carried out to their fullest development under the same roof. It seems useless to spend time in illustrating what must commend itself to any thinking mind as reasonable and absolutely essential to success. The only question that remains is—How can this be best accomplished?—In reply to this, we cannot go back to years previous to any school organizations; we must look at things as they at present exist. Had no organization of school districts been effected, it would evidently be proper to start at the foundation, and build up a system in our own townships, which, without special legislation, could be perfected as circumstances demanded. And in townships not yet organized, or where school edifices have not yet been erected, our present school law admits of such an organization as shall serve the purposes of union schools and high schools. There are however,

many incorporated villages in townships which, through blindness or carelessness, have in their haste to erect school houses and organize schools, followed in the track of their ancestors, and are now laboring to retrace their steps. Difficulties which have been constantly increasing, stand as mighty obstacles in their way. To meet the necessities of such, it seems to me a legislative provision might be made, by which such villages might, by erecting suitable buildings, accommodate with high school privileges other districts adjoining, whether in the same township or not, leaving to each village the making of such contract as would best suit the circumstances of the parties interested. Except in the villages, the present organization would not be interfered with, and might supply the place of primary and intermediate departments. No special legislation which would suit one locality would be desirable, because it opens the way for endless special acts. But a general act, which would allow the union of districts for high school purposes —(and even for the lower grades, if tho't desirable,) and should make such union dependent upon the fulfillment of any contracts they might see fit to make, not inconsistent with said act, is highly desirable, and I doubt not would contribute greatly to the advancement of the public schools of the state.

Your obedient servant,

J. L. PICKARD.

COLBERT, the famous French Minister, at sixty years of age, returned to his Latin and law studies. How many of our college-learned men have ever looked into their classics since their graduation?

OGILBY the translator of Homer and Virgil, was unacquainted with Latin and Greek till he was past fifty.

LETTER OF SAMUEL S. RANDALL.

CITY SUPERINTENDENT'S OFFICE,
New York, July 20, 1855.

Hon. A. C. Barry, Superintendent of Public Instruction, Wisconsin.

DEAR SIR:—I have the honor to acknowledge the receipt of your communication of the 9th inst., requesting my views in reference to the expediency and utility of a legislative provision for uniting townships and incorporated villages for the purpose of organizing Union and Central High Schools.

In my judgment, such a provision wo'd be eminently adapted to advance the interests of common school instruction.—Our own experience in this state, under a law very inartificially drawn up, embracing as its leading feature this principle, has fully demonstrated the practical efficiency of such an enactment, even when the minor details failed to give full effect to the intention of the legislature. In the case of villages and well populated townships, there can be no doubt of the advantages of the system, concentrating, as it does all the mental and material energies of the inhabitants upon the support of a good school, well furnished with all the necessary appliances for systematic and scientific instruction. And in the rural districts or townships, even where a sparse population exists, I am convinced its effect would prove decidedly beneficial. The prevailing system of separate school districts, however advantageous in the incipient movements and first organization of a school system, labors under the serious defects of a want of adequate supervision, and the absence of a hearty, vigorous, systematic and united co-operation of the whole community in one common effort for the advancement and improvement of its educational facil-

ities. These defects are effectually remedied by the union and central system.

A legislative provision authorizing, and as far as may be, encouraging the union of any two or more adjoining school districts, in each township with the assent of a majority of the legal voters, parents and tax payers, with power to form a permanent board of education, consisting of representatives (two or more,) from each district, (which for this purpose and another to which I am about to advert should retain its original organization), and to impose the necessary taxes for the support of the school: with power also to such board to establish and maintain primary schools in each original district for the instruction of children under ten or twelve years of age, preparatory to their transfer at a suitable period to the central or high school, and from thence on the completion of the prescribed course of instruction, to a county free academy, to be supported by county taxation, aided by such funds as the state might be induced to grant; the whole system to be completed by a Free State College or University of the highest grade. Such a provision, carefully and judiciously guarded in its several details, so as to accomplish, with the least possible infringement upon individual or collective interests or rights, the great object of a thorough and complete and practical education, common and free to all, accessible to all, in all its stages, and equal in all respects to that of institutions of a similar grade elsewhere, would, it strikes me, be not only eminently useful and successful, but generally acceptable to all classes, and especially to the friends of education. It would likewise be found, I apprehend upon experiment, far more effective than the existing system of separate, and to a considerable extent, isolated districts. The supervision wo'd be far more thorough and complete—the public interest in the progress and advancement of the system, more direct and palpable—the private interest of parents better provided for, and the interest and exertions of the pupils of every grade more absorbing. Such at least is our experience, wherever the system has been fairly tried. I do not hesitate, therefore, to recommend it to your earnest consideration, and that of the legislature and people of Wisconsin.

Very respectfully yours,
SAMUEL S. RANDALL,
City Sup. N. Y. Pub. Schools.

DO GOOD.—Thousands of men breathe, move and live—pass off the stage of life, and are heard of no more. Why? They do not a particle of good in the world, and none were blessed by them, none could point to them as the instrument of their redemption; not a word they spoke could be recalled, and they perished; their light went out in darkness, and they were not remembered more than the insect of yesterday. Will you thus live and die, O man immortal? Live for something. Do good and leave behind you a monument of virtue that the storm of time can never destroy. Write your name in kindness, love and mercy on the hearts of thousands you come in contact with year by year; you will never be forgotten. No, your name, your deeds, will be as legible on the hearts you leave behind, as the stars on the brow of evening. Good deeds will shine as the stars of heaven.—*Dr. Chalmers.*

TEACHER'S GUIDE TO ILLUSTRATION, a Manual to accompany Holbrook's School Apparatus. After a somewhat hasty examination of this work, our opinion is that teachers will find it useful. The hints it contains will materially aid young teachers in illustrating the facts of Philosophy.

TEACHERS' INSTITUTES.

The attention of County Associations is called to the importance of making early arrangements for Institutes the coming fall, so that sufficient notice of the time and place of meeting may be given, an efficient corps of Teachers provided, and the programme of exercises for the Session made up and distributed.

For the information of any who may be uninformed, and also in suggesting some items in the preliminary arrangements, I will here state, in the language of another, that "A Teachers' Institute is a meeting composed of teachers of Common Schools, assembled for the purpose of improvement in the studies they are to teach, and in the principles by which they are to govern. It is the design of a Teachers' Institute to bring together those who are actually engaged in teaching Common Schools, or who propose to become so, in order that they may be formed into classes, and that those classes, under able instructors, may be exercised, questioned and drilled. Thus, during their attendance on the Institute, the future teachers become scholars. They are expected to prepare and recite lessons, in the same way they would expect their own scholars to do.—Under competent instructors, they are to be initiated into the best modes and processes of teaching and governing, which they are afterwards to illustrate and exemplify in their own schools. As far as time will allow, they are to be instructed in regard to the organization of schools, the classification of scholars, and some of the more obvious and important of the principles and rules which constitute the science and art of teaching. Arrangements are also made for the delivery of lectures, during a portion of the evenings of the session, on subjects connected with Common School instruction."

It is customary for the inhabitants of the place in which Institutes are held, to furnish board to teachers gratis. Accommodations ought to be provided beforehand by the proper committee.

Each teacher should come to the Institute furnished with the following articles or equipments:—Fifth Reader, Geography and Atlas, Dictionary, Slate and pencil, pen, ink and paper, and a small blank book.

As we have no state appropriations in aid of Institutes, a small tuition fee may be required in payment of those who attend as instructors.

It may be of importance to state here, that the time of each day's session should be occupied in giving and receiving instruction in Reading, embracing especially correct pronunciation and enunciation; in Writing, commencing with its elements; in Orthography; in the laws of Language, and in critical grammar; in the fundamental rules of Arithmetic; in Geography; in the classification of schools; in vocal music;—together with observations on the best methods of teaching each branch introduced. It is well, also, at the close of an exercise, to call upon some member of the Institute to take the stand and suggest a new and better method if he has one. After that, let the whole subject be thrown open for general discussion and remark, giving each member an opportunity to express his or her views, and to make such inquiries as may be suggested.

Of those who are known to me as well qualified to take charge of the Institutes, and to conduct them properly, I would name for the information of all concerned, Jno. G. McMynn, of Racine, Jno. G. McKinley, Kenosha, Dr. Jas. H. Magoffin and —— Griffith, Waukesha, J. L. Pickard, Platteville, W. C. Dustin, Beloit, W. H. Collins, Janesville, A. C. Spicer, Milton, W. VanNess, Fond du Lac, W. P. Bartlett, Watertown, J. E. Munger, Waupun, —— Pickett, Oshkosh, —— Abbott, Portage City, D. Y. Kilgore, Madison. There are undoubtedly many others whose names I have not. In each county, I doubt not, will be found those qualified to give instruction in the several branches before an Institute.

As eminently qualified to instruct in Vocal Music, I mention Prof. Webster and H. B. Coe, of Racine, and W. H. H. Webster, of Elkhorn.

So far as I may be able, I shall be present during a portion of the session of the several Institutes that may be appointed. In order that I may be present at any considerable number, however, they must overlap in time.

A. CONSTANTINE BARRY,
Supt. Pub. Inst.

We cannot associate long and intimately with others without becoming assimilated. Almost imperceptibly, their tho'ts and feelings influence us, and to how great an extent, perhaps we are not conscious. It becomes us then, as teachers, to look well to our associates and associations, for not only are we influenced by them, but through us hundreds are also influenced. Would we have those under our charge, pure and worthy, we must first be made so. And how can we become so without deriving access to the fount of purity? A teacher's soul sho'd be filled with the love of the beautiful, and how shall it be more fully developed than by communing with Him whose character is all beauty. Will not He

who is the greatest teacher, give us of His spirit if we only ask? One hour's communion with God greatly purifies and elevates, and as the body droops and decays without nourishment, so will the nobler faculties of the mind. As we acknowledge a perfect development of the teacher, so will we acknowledge the necessity of prayer. That all good emanates from Him who reigns, we all allow, and how shall we direct others to that which is *true*, noble and good, if our souls do not bask in the rays of the Living Light. As we commune with God, we become more like Him; we make "His thoughts our thoughts," and as we are like Him so are others. The influence of a teacher who renders his obedience to a Supreme Being cannot be traced till the heart can be read and known of all men. What inducements have we not then to become prayerful teachers? Let our thoughts often rise like fumes of sacred incense, o'er the clouds, and wafted thence on angel's wings thro' ways of light to the bright haven of all. A. J. U.

STATISTICAL REPORT,

READ BY J. L. PICKARD, PRIN. OF PLATTEVILLE ACADEMY, AT THE LATE DECENNIAL CELEBRATION.

To-day closes the tenth year of my connection with the Platteville Academy.—Upon this decennial anniversary I greet you, old friends and new, with the warmth of a growing attachment for my work and your society. *Ten years.* It seems not so long since first I came among you *alone, a stranger* in a strange land. But as I see before me those, who, in their childhood and early youth listened to my instruction, now soothing to sleep the infant, or watching with a mother's anxiety the restless steps of their little ones—as I hear from my own home the welcome word "*Father*," uttered by lips already past the lisping prattler's age—as I recognise in the forms and features of the young men and women before me, the boys and girls of '46—as I notice with what pride those, who were then the fathers and mothers, now reply to the names, "*Grandpa and Grandma*,"—as I miss from our assembly the "flourishing Almond tree" which shaded the brows of such as Mitchell, Clark and Sewell, who now sleep sweetly near us, and welcome to their places others by two generations their juniors—as the groves about, the dwellings within this village, and more especially the inhabitants of these dwellings, silently speak of great changes—the truth is forced upon my mind—Ten Years is not too much. Though I feel it not in myself, I am compelled to feel it in others. What better theme to occupy our attention for a few minutes than that of "*ourselves in the past and the present.*"

Of the nine Trustees who composed the Board in 1846, *one* only, Rev. J. Lewis, remains until the present. Let it not be supposed, however, that ingratitude to those who stood by us in our weakness is the occasion of such a change. The Golden Fever cut down our Vineyard, removed our Stone and carried off even the Doctor himself. The Lone Star of Texas attracted an important portion of our travelling department—the Shinn.—Connecticut now witnesses the sparkling of our Eddy—while another was too much of an Eastman to resist the temptation held out by the city of Brotherly Love. Death holds one in his fast embrace—one only remains in our midst.

In the Department of Instruction there have been associated with myself thirteen

different persons as assistants. The Primary Department has claimed the attention of Miss Jane E. Clark, now in California; D. W. Pickard, a settled Pastor in Massachusetts, and Mrs. Lucy Shinn, at present in Texas. There have presided over the Female Department, Miss O. A. Lewis, a resident of this town; Miss M. C. Hubbs, now Mrs. D. W. Clark, of Portland, Maine, and Miss Fanny S. Joslyn, who still continues at her post.

Penmanship has been under the direction of R. A. Rice, now a business man of Chicago, and J. L. Frink, now engaged in the Book business at Prairie du Chien, who, during his stay with us, also taught in Drawing and Crayoning.

Miss N. C. Webb, still residing near us, Miss M. E. Page, now with us, and Mr. Geo. E. King, a resident of Monroe, in this State, have controlled and guided the unskilled fingers upon instruments of strings, few or many, while the latter gave instruction in the use of that best, but most abused of instruments, the *human voice.*

And now, of what will perhaps be of greater interest to the most present—those who have made up the classes of the school for the past ten years. My list contains the names of 785 who have for a longer or shorter time been under my tuition. Of that number, Illinois has furnished 37; Iowa, 10; Kentucky, Pennsylvania, Virginia and Minnesota, 2 each; Ohio, New York, Rhode Island, New Hampshire, Massachusetts, Louisiana, Indiana and New Mexico, 1 each, and our own State, 722.

Of the 785—452 were at the time of attendance, residents of the town of Platteville. For the first seven years, but few came from abroad.

Since we came into this building the proportion has been steadily increasing. Until 1853, the proportion was but a little more than 25 per cent—123 out of 477. For '53 and '54, 92 out of 201, or 43 per cent. For '54 and '55, 108 out of 188 or 57 per cent. For the present year 114 out of 206, or 55 per cent.

Another gratifying evidence of increase in usefulness is found in the fact that during the earlier years of its existence, the large majority could finish their education in one or two quarters, while now the *majority* continue with us one or two years, and then are not satisfied. The proportion of those who entered upon the study of the classics during the first five years of my connection with the school was greater than at the present. This, however, gives me no alarm, for in the absence of the Dead Languages and the German and the French, more attention has been given to the best of all—our own tongue. This change for the better will make for us better citizens, better wives and mothers. In reply to the question, "What will you study?" frequently was heard:—"Latin, French, Philosophy, Astronomy, and if you think best, and that I shall have time for it, Arithmetic and English Grammar. I never studied Grammar, but Arithmetic I have learned as far as Fractions."

Now it is "Arithmetic, Grammar, Geography, and History, and whenever you think best Philosophy and some of the branches of a Higher Education. I do not know as I shall be able to attend school more than a year or two, and I wish to improve my time to the best advantage." This is indeed a glorious change, and we shall see the fruits of it in after years in the men and women who are to be. I would not by any means deny the utility of the classics, but they should be as a superstructure, not a foundation. The good English should be our

first study. We claim no partiality for those of any particular nation. Our students have been furnished from England, Scotland, Ireland, Wales, Norway, Germany, France, Prussia and Switzerland as well as from all parts of North America. Good students have been found among them all. The large mass have been children of the "sturdy sons of toil," and how could they be else than good. Every branch of industry has had its representatives in our classes. And in all departments of mechanical and agricultural and professional industry, may be found those whose names are upon our Records, and whose remembrance is in our hearts.

That the young as well as the older are fond of change, may be seen in the present residences of our pupils as contrasted with the table given at the outset. Wisconsin still contains nearly 500 of the 785. The Land of Gold has lured away more than 70. The attractions of the Prairie have swallowed up many, and more than 60 are found in Illinois; Minnesota has 17, and Iowa an equal number; New York 8; Michigan, Kentucky, Missouri, Kansas, New Jersey and Maine, 4 each; Ohio, 6; Pennsylvania and Oregon, 3 each; Massachusetts and Texas, 2 each; Arkansas, Nicaragua, Virginia, Nebraska, Rhode Island, Louisiana, Indiana and New Mexico, I each.—The residences of about 40 are unknown. The grave has claimed 21, and their work on earth is ended. They have gone to their last examination.

There have been married into the family more than 100. Our grandsons and grand daughters are numbered by the score. Each year adds largely to the list. May they be worthy of their sires.

Of myself a word. God has given me uninterrupted health—sickness has detained me but one whole day from the school room for ten years, and I may say with all due deference to the medical profession, that medicine kept me away at that time. From all causes combined, I have not been absent from my post during the ten years more than one week except during my absence East, when my place was well filled by another. I love my work, my pupils, and trust ever to be loved by them.

When I first entered upon my work here, it was with feelings of distrust and fear, lest the fate of my predecessors be mine also. Said one of them to me,—"Should you ride the wave of popularity in Platteville more than six months, it will be a wonder." Wonder or no wonder, I have no reason to complain of the result. I have found in Platteville, even *persecuted* as she may have been, warm friends, kind treatment, and a happy, very happy home. I say no more than is your due, citizens of Platteville, when I say that I doubt if anywhere upon the face of the earth, with an equal population, I could have found so many true friends. Commencing with *five pupils*, all of whom survive till this present, and the majority of whom are still residents of Platteville, I have met every day with renewed expressions of esteem and confidence, for which I sincerely thank you. The teacher as well as others has his peculiar trials, but with you I have ever found that cordial sympathy which has lessened my trials. Of your interest in the prosperity of Platteville Academy, this building stands as a lasting monument. For the various uses of the Academy the citizens of Platteville and its immediate vicinity, have subscribed in all about $23,000.

Of those who have constituted the Board of Trustees for years past, I will say;—You are not aware of the courage

you have inspired in me, by your united and hearty co-operation in the plans proposed, and in the designs perfected. My connection with the Trustees has convinced me that however much we may disagree upon some points of belief and practice, there is a sure bond of union in the cause of Education. Here we may agree perfectly.

The joys and sorrows, the encouragements and discouragements which have filled the hearts of the Trustees of this school can be known only to themselves. Through their devotion and the sacrificing self-denial of one whose absence at this time upon an errand of good to us will permit the mention of his name, Rev. J. Lewis, who now, for the third time, is acting as Agent in a work not very desirable, but essential to success, we are permitted to enjoy brighter days and more pleasing prospects.

To none do I offer more sincere thanks than to those, who by their presence in the school room have encouraged the pupils, and who have shown the spirit of a true friend, by acquainting me at once with their grievances instead of allowing it to come enlarged and embittered by the way of Madame Rumor. We profess not perfection, and are grateful to any who may acquaint us with what they may know as faults in us.

My Pupils. Pleasant is my memory of you all. Your acts of kindness, of cheerful obedience, of studious attention to study are treasured in my heart. The course of a few has saddened my heart, but they are few as compared with the number under my instruction.

May each of you adorn his station in life, honor his God, and find a rest eternal in the great and never closing school of Christ.

THINK for yourself.

COMMENCEMENT—THE STATE UNIVERSITY.

THE EXAMINATION.

The examination of classes at the University commenced on Friday of last week, and closed on Monday. It covered the whole course of study and instruction, and was very thorough and complete.—The conduct of the students, and the mode of examination, proved abundantly that the training to which the members of the University are subjected is one calculated to discipline the mind, and prepare it well for the duties of after life. The recitations were no parrot like repetitions of memorized facts, no exhibition of a mere routine drill, but an evidence that the pupils had mastered principles, and arrived at a thorough knowledge of the subjects of study. To any who are disposed to ask what good the University is accomplishing, an attendance upon the late examination would have been the sufficient and conclusive answer. With all the discouragements and opposition which it has had to encounter, the University may to-day invite the most searching scrutiny, and takes its place among those institutions of learning which have long been among the chief glories of our country. The accession to the Faculty during the past year was manifest in the examinations, as was to be expected, in the wider range of studies pursued and the more adequate treatment of all, which the former limited number of instrutors absolutely forbade. The Faculty of our University is now, both as to numbers and qualifications, ample for the present wants of the institution, and parents may send their sons to it with the assurance that they will be educated as they should be.

JUDGE DOOLITTLE'S ADDRESS.

The annual address before the Atheneean and Hesperian Societies of the University, was delivered last evening, the 22d inst., by J. R. Doolittle, of Racine. His subject was a Review of the Progress of Civilization as exhibited in History. The house was filled with a large audience to hear him, and the address was well received.

COMMENCEMENT EXERCISES.

The Commencement Exercises to-day passed off in a very creditable manner.—The procession was formed in front of the Capitol, at 9¼ o'clock, under the direction of Gen. H. C. Bull, who performed his part in a very handsome style, and proceeded to the Baptist Church in the following order:

1. Music.
2. Students of the University.
3. Chancellor and Chaplain.
4. Board of Regents.
5. Faculty of the University.
6. Governor and State Officers.
7. Justices of the Supreme and other Courts.
8. Mayor and Aldermen of the City of Madison.
9. Citizens and Strangers.

The Church was well filled with spectators to witness the exercises of the occasion.

After a prayer by the Rev. Mr. Eggleston, original orations were delivered by the members of the graduating class, as follows:

Salutatory Address, in Latin,—James M. Flower.

Oration—the Great Republic—Burgess C. Slaughter.

Philosophical Oration—Destiny—S. S. Benedict.

Oration—Civil and Common Law—James M. Flower.

Oration—the Age of Reason—with the Valedictory Address—Sidney Foote.

The addresses gave ample testimony to the thorough discipline to which the students in the University are subjected.—They were well written and delivered in an effective manner.

The Baccalaureate Address by Chancellor Lathrop, which followed, was an elegant and scholarly production, worthy the source whence it emanated. It will doubtless be published at an early date.

The Degree of Bachelor of Arts was then conferred upon James M. Flower, Burgess C. Slaughter, Samuel S. Benedict and Sidney Foote.

The Degree of M. D. was conferred upon Hon. A. L. Castleman, of Waukesha.

This is the second class that has graduated from the University. The next will doubtless be much larger. There are now over a hundred students in the Institution, which number will be largely increased, in all probability, at the next term. We believe that no institution in the West offers greater advantages to the student than the State University of Wisconsin; none where the rates of living and of tuition are less; none where the facilities for a thorough mental culture are superior.—*Madison Journal.*

TEACHERS' CONVENTION.

FORENOON SESSION.

Pursuant to a call of the State Superintendent, a large number of teachers, of the City and County of Milwaukee, met at the Third Ward School House, at two o'clock, A. M., July 15th. The State Superintendent not being present, the meeting was called to order by Mr. McWhorter, and, on motion, Mr. Drew was appointed Chairman and Mr. Martin Sec-

retary. Letters were read from Hon. A. C. Barry, and Judge C. E. Jenkins, stating the inability of the State Superintendent to be present.

On motion, the President appointed Messrs. Pomeroy, McWhorter and Craig, as a committee to draft resolutions for discussion, at the afternoon session.

The Convention adjourned to meet at half past one o'clock.

AFTERNOON SESS'ON.

The Convention assembled pursuant to adjournment.

The Committee reported the following resolutions, which, after a spirited discussion, were adopted:

Resolved, That uniformity of text books is of primary importance to the prosperity of the schools of the city; and that no work should be adopted without this sanction of the teachers.

Resolved, That all the children of the State should be compelled by law to attend school a certain length of time, each year.

Resolved, That self government—right views on the subject of education—and the use, by the Teacher, of motives appealing to the moral nature of the children—are essential requisites in the management of a Public School.

Resolved, That the present school organization and government by a Board of School Commissioners in this city is cumbersome and unwieldy—that efficient supervision of the schools is not secured by it—and to meet the demands made upon us we need a re-organization of the whole system on a better basis with a central High School to which pupils shall be admitted on examination as to their attainments, and with a City Superintendent who shall devote his whole time to the supervision and improvement of the school under his charge.

The following resolutions, on motion of Mr. Englemann, were adopted:

Resolved, That we recommend the introduction of the German language as a branch of study in the higher departments of the Public Schools.

Resolved, That in those Wards where the German population is large, a teacher be appointed in the Primary Departments competent to teach both the English and German languages.

On motion, the Convention adjourned *sine die*.

JOHN DREW, *Prest.*

C. K. MARTIN, *Sec'y.*

Milwaukee, July 15, 1856.

COURTESY.

The following excellent sentiments embodied in a definition of true courtesy, are from a lecture on Don Quixote, by Rev. Henry Giles:

"And this is real courtesy, that which has reverence for womanhood in sex, the courtesy which has respect for the others than the rich, than the young; it is distinct from the courtesy which blooms only in the smiles of love and beauty, and withers and cools down in the atmosphere of poverty, age and toil. Show me the man who can quit the brilliant society of the young to listen to the kindly voice of age—who can cheerfully converse with one whom years have deprived of charms; show me the man who is willing to help any one who is in need of help; and, if the blush of Helen mantled her cheek, show me the man who would no more look rudely at the poor girl in the village than at the elegant and well dressed lady in the saloon; show me the man who treats unprotected maidenhood as he would the heiress surrounded by the powerful protection of rank, riches and family; show me the man who abhors the libertine's gibe, who shuns as a blasphemer the traducer of his mother's sex; who scorns as he would a coward the ridiculer of woman's foibles, or the exposurer of womanly reputation; show me the man who never forgets for one hour the delicacy, the respect, that is due to wo-

men, and women in any condition or class; show me such a man, and you show me a gentleman—nay, you show me a better, you show me a true Christian gentleman. There are some who think that persons lose in manners as they gain in liberty. One grace belongs to the spirit of liberty, which is most active where this grace prevails most—with this grace it expands, this grace is respect for woman—not for her rank or elegance, but for *woman*. And when this sentiment becomes enlarged, when it is stable, a social structure may be raised upon it more glorious than mankind has ever seen.'

HALF EDUCATED INSTRUCTORS.

It is a common mistake to suppose that those who know little, suffice to inform those who know less; that the master, who is but a stage before the pupil, can, as well as another, show him the way; nay, that there may even be an advantage in this near approach between the minds of the teacher and the pupil; since the recollection of recent difficulties, and the vividness of fresh acquisition, give to the one a more lively interest in the progress of the other. Of all educational errors, this is one of the gravest. The approximation required between the mind of the teacher and of the taught, is not that of a common ignorance, but of mutual sympathy; not a partnership in narrowness of understanding, but that thorough insight of the one into the other, that orderly analysis of the tangled skein of thought, that patient and masterly skill in developing conception after conceptions, with a constant view to a result, which can only belong to comprehensive knowledge and prompt affections. With whatever accuracy the recently initiated may give out his new stores, he will rigidly follow the precise method by which he made them his own; and will want that variety and fertility of resources, that command of the several paths of access to a truth, which are given by thorough survey of the whole field on which he stands.—*Rev. James Martineau.*

For the Journal of Education.

TO WHAT EXTENT SHALL STILLNESS BE MAINTAINED IN THE SCHOOL-ROOM.

This question does not depend for its importance merely on the convenience or taste of the teacher. The ability or *dis*-ability of his nervous system to bear more or less of the din and bustle generally considered as a matter of course, perhaps even, of necessity, to the school-room, have, abstractly considered, little or nothing to do with the discussion.

He may be a man of good taste, to whom it is exceedingly annoying to witness the perpetual turning, twisting and lounging and scrambling, or *any* or *every* of the thousand and one contortions of those youthful aspirants who seem to depend so much on "bodily exercise" in ascending the Hill of Science.

He may be a man whose delicate ear is so apt to distinguish the unharmonious in sound, that the unceasing hiss of lips by which the young tyro fully expects to demonstrate his zeal in intellectual pursuits, may be to him a scorpion sting.—Now, it is the thumping of a pencil by which the "young Arithmetician in a fix," hopes to rally his laggard wits to the solution of some vast problem, and now, the raking and scraping of his well pegged boots give unmistakable evidence that the independent young American is tired of lounging on *one* side, and though not exactly in the true Christian spirit, but somewhat in the reverse, is just about to "turn the *other* also;" and let the abuse be repeated.

Now we condole with this teacher, suffer with him, as bound in the same bonds—still, if the reformation he proposes, has no *deeper* basis, we cannot concede to him the right to increase his exactions

and play the tyrant over the unfortunate subjects of his sway.

Nor do we think it is well for him to continue in such thankless aud unwholesome strife, to mar his own spirit or the character of those over whom he exercises such unavailing efforts to bring them into an unnatural, and therefore unnecessary order. It is better for him to give up his profession, as many a man has done before, and retire to some more congenial field of labor; at least, to some less responsible; where errors may not make so broad and deep a mark.

But, before we come to a conclusion so mortifying, may we not look for a deeper basis than our own convenience, a common ground where it shall be manifest to us that the highest interest of the pupil, as well as our own good taste is most happily subserved by the greatest possible order and quietness in school.

Our responsible labor, as educators, lies with beings of a three fold nature, combining all the capabilities of physical, mental and moral activity, capabilities mutually dependent on each other, whose ends are still dissimilar, and arrived at by methods so distinct, each from the other, as to make it obvious that it is a nice and delicate point to give to each its due balance in the complex system. And while we may never forget that due respect is to be paid to the development of the physical system, that it may rise in fair and beautiful proportions a tabernacle for the soul that the breath of God has quickened, so also we will not impeach the wisdom and goodness of the Father of our spirits, but confidently trust that since in his order the higher and nobler nature has a predominant claim, He has also provided a time for everything and a season for every purpose under Heaven, and all without danger of infringing upon a natural order.

It is easy for any one to see, and it is freely granted by all, that *wholesome exercise* contributes greatly to promote the healthy action of the intellectual powers. Why then should it be feared that *good thinking*, such thinking as holds in silence deep all within and around, should be injurious to health? Who can prove that, in its turn, it does not furnish the very excitement necessary to give the proper tone and time to the pulsations of the blood? Has no one but a teacher ever watched the flash of a bright eye, or the flush of a rosy cheek, showing a livelier coursing of the blood, when a new truth rose in the horizon of the youthful mind? Who has not sometimes felt, (even though it were a heresy to the study-condemning world around him) the pleasurable glow over all his soul, on the successful result of an earnest and protracted mental effort?

The world's long sympathy for "pale students" may have contributed to set the teacher's work in a false light. But half the time spent in investigating the causes that have blanched his cheek, or dimmed his eye, might open another channel for our tears, since we should probably find that, in most cases, the irregular and pampered appetites indulged for *want* of thought, rather than excess of thought have stolen away not only the light of his eye, the rose of his cheek, and the strength of his limbs, but his mental energy has also been paralyzed by the general disorder.

If it be true that the phenomenon of earnest thinking is manifested in a quiet suspension of all noisy activities, then it would seem that the greatest possible quiet recommends itself as the only way to advance either the best interests of the student or teacher, and that this, so recommending itself, should be secured without delay and without difficulty.

But, though we may have arrived at a common basis, where we are able to see the singleness of our own interests and those of the pupils, we must not therefore flatter ourselves that there are no obstructions to our labor.

We cannot at once "resolve" ourselves inte a little community of *angels*. It is incalculable, moreover, how much has been done by injudicious treatment to maim the little fragment of humanity before the careful mother ventures to trust him to the tender mercies of the schoolroom. While yet an infant in her arms, the judicious mother might have done much to train the early efforts of his mind, and aided him to begin his lifework, the subjugation of the lower to the higher nature. But how seldom is such the fact. Might we not rather infer that more frequently, the nursery training has entirely overlooked the grandest truth of the human being, "The inspiration of the Almighty Father." Indeed, so far forgotten does this seem to be by many, that we could almost fancy that a vague and indefinite dependence is made on the creative energy of the *Alphabet* to kindle up a living soul, for the habitation of which so sightly a tabernacle has been reared.

It may therefore be somewhat difficult to determine for how long a time the attention of primary scholars can be retained to earnest mental effort without exhaustion; but it is not difficult to determine that so long as that attention is required the utmost quiet should prevail, and such a sacred respect for that season of mental effort should be cherished that all the associations of the time and place shall be strengthened and matured into a heart-worship at the shrine of Truth.

No doubt frequent relaxations from such effort should not only be allowed, but enforced, and so great a variety as to subject and order given, as to render every thing as pleasant as possible, remembering always that nothing is so pleasant as duty *well* performed, and that the sooner that lesson is learned the better.

Now the graded school furnishes the happiest ground for the enforcement of all proper regulations, children and youth of similar advancement, capable of being appealed to by similar motives, being associated for the most in the same common room, and it would unpardonable in such schools not to develop such habits of quiet study in the various ascending grades as that a great degree of mental and moral power shall be acquired before leaving school, and that the associations of a deep and hallowing respect for truth shall sanctify their intercourse with all created things in after life.

But to such a desirable issue, so happy a completion of our labors, we may not hope to arrive, unless our starting point be *principle* and not *caprice*. Our efforts are to be guided by love, which though seeking to diffuse itself every where, and make itself every where individual, shall also manifest itself as havii g every where its centre in truth. Our efforts are to be maintained by a perseverance that never yields a well founded claim, but still modified by a patience that has its perfect work only in a heart where the great realities of being and the true aims of life are cherished.

In general, a teacher may not hope to succeed in securing any tolerable degree of stillness who is not so in love with it as to be, in mental effort, the most rigid example of his own teaching. He who expects to secure anything by a *noisy* conflict with *noise*, is commonly as much disappointed in his expectations as he is mistaken in his own motives of action; and if he only love quiet as furnishing a ground for a noisy display of himself, he may set it down in his account a minus quantity and reckon to his own character all the essential elements of a grand failure.

Racine, Wis. B. F. W.

Editor's Department.

EXPRESSION.

TO develop it we must attend to articulation. Every teacher, as well as every parent, should require children to *articulate* every sound necessary to form the words used to express ideas. To teach the alphabet philosophically, and therefore successfully, is a difficult part of instruction. Teachers should thoroughly understand the "*nature* and *power* of letters." A mistake made in the primary school, will be a mistake of years. The vocal organs of the child are flexible, and if properly trained will as easily make the sounds of language, as the harp strings will make the sounds of the musical scale, when touched by a cunning hand.

The results of improper instruction in articulation, are noticeable in the monotonous mumbling of some of our deepest thinkers. Many of our public singers are not understood by the audience, and a month's instruction in a good primary school would materially benefit them. As reading is taught in many schools, it prevents the formation of habits of distinct articulation.

Essential to expression is *melody* of tone.—No one need have a harsh voice. Every one may possess a smooth, clear, sweet voice, and most may have a strong voice. Much practice of the elementary sounds is necessary. Every school room should be furnished with a good "chart of the sounds," and then the practice should be at least daily. Vocal music, which is taught in every good school, is adapted to the perfecting of the human voice. The harp of Orpheus is less potent than a sweet, full voice, and yet, many a young lady spends years in learning to *play* upon the piano, who makes no effort to learn to *speak*. Ability to speak *distinctly* and *melodiously* is a great *accomplishment*.

But the articulation may be faultless, the tones of the voice may be lutelike, the words may be connected grammatically, yet, if the reader or speaker have not a *soul* that is moved by the sentiments he utters, if he have not an emotive nature, cultivated and sensitive, his expression will be lifeless. Words are only the skeleton of speech, and, it requires a divine energy to make "these dry bones live." Children should be taught to love the beautiful in nature and art—they should be taught to discriminate, to criticise. Their feelings are easily aroused. The mirror does not more truthfully reflect the image of objects, than do children the character of the teacher. He who has no love for the good can develop none.—Unless children love what is beautiful and true, unless there is a response in their own feelings to the sentiments they would utter, there can be no true expression.

We repeat then, if we would develop power of expression, we must attend to articulation—the utterance of those *signs*, almost as wonderful as the mind itself, in a clear, distinct manner. Let the child be taught to—

> "Speak plainly, if he speak at all,
> To CARVE each word before he let it fall."

And let him be taught to shun those half audible mutterings, that resemble the idiotic jabberings of the Chimpanzee. We must also attend to melody or sweetness of tone. Natural sounds are all harmonious, from the warbling of the song bird, to the roar of the cataract.—Study nature then. There is no music sweeter than a human voice uttering the feelings of an earnest, truthful soul.

Attend also to the laws of language. They are to expression what proportion is to architecture.

Taste must be cultivated. No person destitute of good taste, can write, speak or read acceptably.

We must accustom pupils to viewing truths in their relations. A proposition in Geometry is all aglow with light, when we view it in connection with other truths—viewed by itself it is a cold abstraction.

THE Commencement exercises of Beloit College, on the 9th ult., were most satisfactory.—An Address was delivered before the Archean Society, by Horace White. Esq., and an Oration by Prof. Haven, of Amherst College. We understand that the exercises of the Graduating Class were creditable. A large number of visitors were present.

TEACHERS' MEETINGS.

Absolutely essential to the progress and prosperity of our schools are frequent and regular meetings of the teachers. Town Superintendents ought to encourage, and District Boards ought to require, that the teachers under their supervision should meet for the purpose of mutual improvement. No good teacher will miss an opportunity of meeting with his fellow teachers for the purpose of consultation and discussion. But there are hundreds in our State who never attended a Teachers' Institute, and who are members of no Teachers' Association. This class make no progress; they are in many cases totally unfit for teachers, and they are retained in their present position on account of favoriteism on the part of District Boards, or in consequence of the difficulty of finding persons qualified to supersede them.

While we believe that the teachers of our State are as well qualified as those of any other Western State, we know that it would be better, in hundreds of cases, to let the school houses remain unoccupied, than to employ those at present filling the place of teachers.—Our public money is wasted, and the people do not know it. But the money lost is but a small part of the real loss. Years of time, at just the period of life when the character is formed, are lost; and habits are fixed, which, instead of fitting for an honorable and a happy life, lead to a miserable one. Go where we may throughout our State, and with comparatively few exceptions, the fact that teachers are unqualified cannot be overlooked. We find indifference, and that twin-brother of ignorance, self-sufficiency, to such an extent, that a suggestion made in the kindest manner, that this or that ought to be done differently, will be considered an impertinent interference. Now this class can be benefitted only by meeting with other teachers. Association tends to remove angularities, to eradicate egotism, and to fix in the mind a proper standard by which to measure our attainments. Many a cherished notion, when viewed in the light shed upon it by other minds, will be seen to be only a whim. We have seen teachers within the last few days, attempting to teach classes in reading in a manner that any true teacher would be ashamed of; and we learned that they read no Educational Journal, and "would not be able to attend the next meeting of the Teachers' Association." It will do no good to find fault with this class. Nothing that can be said will reach them, and there is no other way to benefit them, except inducing them to associate with wide awake, earnest teachers, and then it may be that they will mistake enthusiasm for fanaticism.

We wish to propose a plan. Let the teachers of a city or town meet at a convenient hour on each alternate Saturday. Let the meeting be organized by the appointment of one of the number as Principal. Then let a programme be made and followed to the very letter. The following is an outline of one we have used the past term:

8 o'cl'k.—Opening exercises.

8 o'cl'k 7m.—Mental Arithmetic.

8 o'cl'k 30m.—Essay.

8 o'cl'k 35m.—Discussion.

8 o'cl'k 55m.—Physical Geography.

9 o'cl'k 20m.—Recitation by some class invited to be present.

9 o'cl'k 40 m.—Reading of Reports, answering of questions, and remarks in regard to different schools.

10 o'cl'k.—Adjournment.

Every lesson should be previously assigned, and each teacher should be prepared to conduct the recitation, if called on by the Principal.—The recitation should be a *model recitation*, in all respects. Three minutes may be allowed at the close of each exercise for criticism; this should be as *severe* as circumstances will admit; to be really profitable, it should be *merciless*.—The object of inviting a class, is to furnish a model for teaching. This can be done in no other way than by having the class present.

The success of the plan we propose depends upon the punctuality, promptness and enthusiasm of those engaging in it. We feel confident that a Union School or system of schools cannot be successfully carried on without frequent meetings on the part of the teachers, and we are quite as confident that the schools in our towns would become much more efficient by the adoption of a plan similar to that we have suggested.

WISCONSIN STATE TEACHERS' ASSOCIATION.

In the last Journal, we gave notice of the Fourth Annual meeting of the Wis. State Teachers' Association, to be held at Beloit on Wednesday, the 20th inst. Arrangements, we understand, are made with the different Railroad Companies of the State to carry those attending the Convention for half-fare. We are informed that the people of Beloit will welcome all who may attend. We would again urge upon all Teachers and other friends of Education, in the State, the necessity of a *full* and *prompt* attendance.

The Session will commence at 10 o'clock A. M., Aug. 20th. J. L. Pickard, President of the Convention, will deliver the opening Address. D. Y. Kilgore, of Madison, will read a paper on "*The Nature of a Good Education.*" W. Van-Ness will read a paper on "*The disconnection of the Superintendency and Politics.*" N. G. Harvey will address the Association on "*The present state of Education in Wisconsin.*" A. C. Spicer will read a paper. Dr. Adams, of Illinois College, will address the Association in the evening. Besides the regular Addresses, there will be reports and discussions of importance.

The meeting promises to be the most interesting ever held by the Association, and we hope to see a large attendance from our own and other States.

For the Journal of Education.

THE PUBLIC SCHOOLS OF RACINE.

It may not be entirely amiss to say something of the Public Schools of our city in the Journal. If by so doing, other schools in the State shall be benefited, the end for which it was established will be subserved.

The entire city is embraced in one school arrangement upon the consolidated and graded system. The officers having the educational interests in charge are, a City Superintendent and ten Commissioners, two from each ward, who, together, constitute a Board of Education for the city. The Superintendent is the executive officer of the Board and has more immediate care of the schools.

Thus far we have had in operation ten departments—one High School, two Intermediate and seven Primary Departments. In these there were employed, during the past year, fifteen teachers, all of the time, and three a portion of the time. The Principal of the High School Department is placed at the head of the teaching forces, and co-operates with the Superintendent in supervising all the departments. Our teachers are employed five days in each week for forty weeks of the year, in their several rooms in teaching, and on every Saturday forenoon of term time, they are required to meet in a teacher's meeting and spend two hours in mutual improvement, and in devising ways and means by which to promote the best interests of their pupils. The Principal has charge of these meetings, and the absence of a teacher from them, unless previously excused, without unavoidable cause, is regarded as vacating his position.

The several departments are so graded that we take the child lisping his a b c, and advance him by successive steps until he is qualified for college or for entrance upon the business of life. Both sexes are allowed to pursue the same course, and are associated together in the same room and class.

During the past year there have been connected with the several departments, one thousand eight hundred and ninety-four different pupils. In attainments, these have ranged from the place where mental development begins. up to the advanced scholar pursuing the classics and the higher branches of English science. Those sufficiently advanced are thoroughly drilled in declamation and composition. Indeed, throughout the whole course, great attention is given to develop the power of expression, that pupils may be able to enunciate audibly and intelligently what they may have acquired, and thereby be enabled to hold agreeable and profitable intercourse with men.—Already, though our present system has been in operation less than three years, many of our pupils have made pleasing advancement and disclose many traits of the true scholar.

The citizens of Racine have, from the first, manifested commendable zeal and liberality in behalf of our schools. They have invested over $30,000 in permanent school buildings and their fixtures, having during the past year erected three new and commodious brick buildings which, together with the one previously built, are ornaments to our city and will be sources of untold good to our children. Some $12,000 are annually expended to keep the car which we have freighted in motion, which sum, excepting our apportionment from the State, is most cheerfully placed at the disposal of the Board by those who hold the property of our city. Scarcely a day passes when some of them are not seen within our school rooms, listening with delight to the recitations of their children. And "our Public Schools" has become to them as a watch-word to which a cordial response is always given.

If the past is any criterion by which to judge of the future, we may predict for our city great prosperity in its educational interests.

Racine, July, 1856. M. P. K.

SPECIAL NOTICE.

The Executive Committee of the Wisconsin Teachers' Association are requested to meet at the Bushnell House, Beloit, on *Tuesday, August 19th, at 7 P. M.* Other active friends of education are invited to be present. The following are the names of the Executive Committee:—A. J. Craig, A. C. Spicer, E. B. Goodrich, M. P. Kinney, J. L. Pickard, D. Y. Kilgore, Jno. G. McMynn.

ITEMS.

THE decennial exercises of Platteville Academy, celebrated on the 10th ult., were of an unusually interesting character. During the past year the Academy has been prosperous, as the following summary show:

CLASSICAL DEPARTMENT.

Senior Class,	12	
Junior Class,	20	
Modern Languages,	17	49

ENGLISH DEPARTMENT.

Senior Class,	2	
Middle Class,	44	
Junior Class,	130	176
		225
Deduct twice counted,		19
Total,		206

The following was the Order of Exercises at the close of the last term:

PRAYER.

MUSIC.

3.—*Salutatory in Latin,*—RUFUS E. SEWALL, Shreveport, La.—*Senior Class.*

4.—"*Common Sense best*"—ORVILLE STRONG, Highland.—*Junior Class.*

5.—Composition, "*Music more powerful than Law,*"—LAURA G. ROUNTREE, Platteville—*Music Class.*

6.—"*The head worth more than the Hat.*"—CHARLES PROCTOR, Scales' Mound, Ill.—*Middle Class.*

7.—MUSIC.

8.—Composition, "*History of a School Desk*"—ISABELLA F. HILL, Boston, Mass.—*Junior Class.*

9.—"*The occasion makes the Orator.*"—J. HARRIE METEER, Moorfield, Ky.—*Philoxetean Society.*

10.—Composition, "*Life is Action,*"—MARY GREENE, Platteville,—*Junior Class.*

11.—Composition, "*Suspicious Man a Sentinel,*"—P. IRENE VIRGIN, Platteville,—*Junior Class.*

12.—MUSIC.

13.—"*Hidden Uses.*"—T. HARROLD EDDOWES, Galena, Ill.—*Senior Class.*

14.—Composition. "*The Press,*"—MARTHA A. BROOKS, Platteville—*Junior Class.*

15.—"*Yankee Characteristics,*"—GEORGE H. ROUNTREE, Platteville,—*Junior Class.*

17.—Composition, "*Claims of Art upon Woman,*"—FANNY GREENE, Platteville—*Drawing Class.*

17.—MUSIC.

18.—Composition, "*He hath made everything beautiful in its Time,*"—ELEANOR M. WOOD, Platteville.—*Middle Class.*

19.—"*A Nation's dependence on her Schools*"—ALFRED A. FITCH, Blake's Prairie—*Junior Class.*

20.—MUSIC.

GRADUATING CLASS.

21.—"*The sailing of a Cloud hath Providence for its Pilot,*"—MARY B. PATTERSON, Platteville.

22.—"*Death is but another name for Life,*" MARTHA E. TRACY, Blake's Prairie.

23.—MUSIC.

24.—*Valedictory,*—W. L. BRAY, Elk Grove.—*Class of '54.*

25.—MUSIC.

ON the morning of the4th of July, the people of Kenosha celebrated the laying of the corner stone of a new school edifice. At 8 o'clock, the School Officers, Teachers and Scholars, assembled at the High School building, and moved in procession to the site of the new school building.

Addresses were made by Rev. J. Gridley, City Supt.; Judge Jilsun, President of the Board of Education; Gen. M. Frank, and Rev. Mr. Matoon. We hear the speeches spoken of in high terms, as being pertinent, brilliant and eloquent.

In the corner stone was deposited a leaden box containing an account of the Free School system of Wisconsin, copies of several newspapers and the Wisconsin Journal of Education.

Interest was added to the occasion by fine vocal music, under the direction of Mr. Stone.

The house will stand on the north end of the lot at present occupied by the High School building, and is designed to accommodate the Primary and Intermediate Departments of the Union School.

WAUWATOSA EDUCATIONAL SOCIETY.—We are gratified to learn from C. W. Damon, Secretary of the Society, that the meetings are well attended, and that the interest is increasing.—The teachers of Wauwatosa deserve much credit for the effort they are making to awaken an interest in education, and we wish them prosperity in their undertaking. Their example is worthy of imitation by the teachers of every town in our State.

AMERICAN INSTITUTE OF INSTRUCTION.—The 37th Annual Meeting will be held in Springfield, commencing on Tuesday, August 10th, at 2 o'clock, P. M. Among the lecturers are, Rev. Dr. Walker, President of Harvard University, Cambridge; Professor Havens, of Amherst College; John Kneeland, Esq., Roxbury, Mass.; Hon. George S. Boutwell, Secretary of Board of Education, Mass; Hon. S. S. Randall, Superintendent of Schools, New York City. Papers will be read by Professor William Russell, of Lancaster, Mass.; Thomas Sherwin, of Boston; and Professor J. J. Lincoln, of Brown University.

MILWAUKEE FEMALE COLLEGE.—The Collegiate year of this Institution closed on the 23d ult. Two days were devoted to examination.

Rev. W. S. Huggins, of Kalamazoo, Mich., delivered an address before the Alumni. His theme was, "*The social life of the Educated Woman.*"

Rev. Dr. Chapin delivered the Commencement Address. His subject was, "*The true Sphere of Woman, and the demands it makes for Woman's Education.*

REV. A. G. HIBBARD, is about to take charge of Salem Academy, Kenosha County.

THE late Hon. Ben. C. Eastman, bequeathed his Library, containing over 700 volumes, to Platteville Academy.

BY the Fourteenth Annual Report of the City of New York, it appears there are in the city, 271 schools, in which are taught 137,874 pupils, at a cost of about 918,000.

WE are informed that the people of Horicon are about building a new School House.

BOOK TABLE.

PHYSICAL GEOGRAPHY,—By D. M. WARREN.—This treatise, just published, we regard as eminently worthy the attention of Teachers. The necessity of studying this subject is quite generally felt, and from a somewhat careful examination of this work, we feel sure it will commend itself to those who will judge for themselves.

The arrangement, which is a matter of great importance, is admirable, while the maps we think are unsurpassed.

A class in Physical Geography should be formed in every school. Were a small part of the time annually wasted in studying the dry details of descriptive geography, devoted to the natural features of the earth, an interest would be awakened, which would strongly contrast with the indifference so generally noticeable in connection with recitations in Geography. Let us *first* teach the child what the Earth is, as *God made it*, and *then* teach him what man has done upon it. By the way, it has occurred to us that a book prepared for our Country Schools, embracing a portion of Physical, Descriptive and Commercial Geography, would supply a want felt by many teachers. The ability which the author of the above work has exhibited, shows him to possess the necessary qualifications for such a task. Will he think of this matter?—*Published by H. Cowperthwaite & Co., Philadelphia.*

THE "*Rhode Island Schoolmaster*" for July, is as full as usual of interesting educational matter. It is one of the best Educational Journals we receive, and we wish it just what it deserves—unexampled success.

BARNARD'S "*American Journal of Education.*"—This is *the* great educational publication of this country. In it we have contributions from the best educational writers of the land, and the results of the experience of the best educators in the world. We can only say that it is *all and more* than it professes to be.—Terms—$3 00 a year—2 vols. of 600 pages each. Address "*American Journal of Education,*" Hartford, Conn.

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME I.—SEPTEMBER, 1856.—NUMBER VII.

For the Journal of Education.

GOVERNMENT IN SCHOOLS.

BY REV. O. O. STEARNS, OF RACINE.

IT is often said, that the powers and capacities of the human mind are wonderful. The truth of this remark no one probably will doubt,—while it remains a fact, that very few have any just or adequate conceptions, either of the marvellous powers of the human intellect, or of the means by which they are developed and directed. In the beginning it is little, if any thing, besides a store-house of susceptibilities and emotions. Of actual power, it seems entirely destitute. It can neither devise nor execute. It has not power even to control and guide the muscles and limbs of the body in which it resides. Still, it is even then the most wonderful object which we can contemplate. There is a delicateness about it—an impressibleness which is perfectly astonishing. If we were able to trace accurately the history of any one human mind from its beginning, through its various stages of development—if beginning with that pure and polished surface which first came from the hands of the Creator, we could follow it, step by step, in its progress, and mark accurately every shade and indentation of character as it left its impress upon the soul, until it has been shaped and moulded to its permanent form, rigid and unimpressible;—having taken upon itself the type which it shall bear throughout its unending existence—nothing, I apprehend, would so astonish and amaze us. No demonstrations of science—no discovery of natural laws, however latent and mysterious in their operations they might be,—no specimen of the arts, however ingeniously and perfectly modeled—would so excite our admiration, or arouse our wonder and astonishment. One such investigation, thoroughly prosecuted, and its results published to the world, would entirely revolutionize our views and feelings on the subject of education;—would invest it with a dignity and importance which has not yet been conceded to it, and mark a new era, not only in intellectual philosophy, but in the modes and systems of mental training. It would reveal to us an extreme delicateness in mental susceptibilities—a capability of being moulded and shaded by external influences, and a power of retaining and working up into the character all those impressions which it receives from without, which would at once startle and alarm us, and cause us

to exclaim with the inspired writer, "I am fearfully and wonderfully made."—There would be seen to be such a close connexion between the circumstances and influences which have been brought to bear upon the mind in its early training, and its mature developments of character in after life, that no man would venture to touch it without the profoundest sense of responsibility, and the most scrupulous care.

And, perhaps, in no one particular is an impress left upon the mind for good or for evil, in the process of training, more permanently than in those influences which are brought to bear upon it in governing and directing it. It is to this topic that we wish now particularly to direct attention.

Government always implies the right of authority on the one hand, and the duty of obedience on the other. We propose to inquire into the nature of the authority which a teacher has over his pupil, and the manner of its exercise, together with the end it is designed to secure.

All human authority is delegated.—God only possesses in himself, and, by necessity, the right of absolute control over his creatures. This statement is fundamental in any discussion involving the right of any human being to control and direct another in any way. There is no irresponsible power but that which is found in the Creator himself. The right of the parent to govern his own child, comes from him. The authority of the civil magistrate is delegated from him, and to him, therefore, he is held responsible. Among human beings there is no absolute or irresponsible authority. All are subjects, if not to their fellow men, really and certainly to their Maker. And yet, all authority within the limits of its legitimate exercise is necessarily absolute. The authority of the parent over his child must be of this nature, or there can be no well-regulated domestic discipline, and consequently no certain home and fire-side joys. If the management and discipline of a family may be broken up and interfered with by the caprice of the meddlesome and croaking in the community,—if every family discord and domestic difference must be adjusted by a reference to outside and uninterested parties, there is an end to all domestic peace and neighborhood quiet. And yet, it is fit that there should be a limit fixed—an authority above the authority of the husband and father, to which he should be held responsible for the exercise of the power entrusted to his hands. Otherwise he might abuse his power, and those placed under him might be subjected to a tyranny and oppression wicked and unendurable. So the authority of a teacher over his pupils must be absolute and irresponsible, within certain limits. He must be presumed to understand what regulations are needful and best, not only for the whole of his pupils, taken as a body, but for each individual of them.—It is for the teacher, and not for the pupils, or their parents, to say what rules are to be observed, in order that the discipline of the school may be best maintained, and its studies most successfully prosecuted. Within certain and specified limits, the teacher, and the teacher alone, is qualified to make rules and regulations for his school. And, it is just as absurd and irrational to suppose that parents have a right to interfere and demand that those rules should be changed or relaxed in their application to their children, as it is to imagine that each neighbor has a right to interfere with the domestic discipline of every other family in his neighborhood. There is, and should

be, an authority above that of the teacher, to which the parent, as the natural guardian of his child has a right to appeal in case of any injustice or undue severity exercised by the teacher towards his pupil. But in no case, unless where violence or injury is done to the child, has the parent any right of interference. The teacher is the ruler of the realm over which he has been placed, and no one should presume to dictate to him rules by which he should govern his school. If he is incompetent to govern properly, the fact being made apparent, he should be dismissed from his position, and one better qualified procured to take his place.

Authority always implies the necessary power to enforce its commands. Indeed, there can be no authority where such power is not conceded. The right to require carries with it the right to enforce the requisition. There is a wide difference between that which is simply advisory, or merely admonitory, and that which has in itself the force of a command. The mutual relations of common friendship, give the privilege of the former, but they cannot confer the right of the latter. I may even go so far as earnestly to expostulate with my friend, and if he loves me, he will esteem me the more highly for it; but the moment I lay my commands upon him, his own self-respect compels him to withdraw from intercourse with me, and to scorn my mandates. My friendship gives me no right of authority over him. But such is not the relation of teacher and pupil. They should be friends, it is true, but they are also something very different.—For the attainment of certain ends, one has placed himself under the direction of the other, and is, therefore, in duty bound to submit to such rules as his teacher regards as necessary, in order that he may attain the desired end. The manner in which the teacher shall enforce his authority, must also be left to his own discretion. There are limits to his power, and when he transcends them, he should be held to a strict account, both to the law and the indignant rebuke of an enlightened public sentiment. But no man is competent to direct the teacher as to the precise way he shall enforce obedience to the rules of his school. In this case, he must be left to exercise a wise and sound discretion. Teachers equally good and successful, have differed widely in their management, in this respect.—Each must be left to follow the bent of his own genius—providing, always, that the pupil is in no way injured either in body, mind or morals.

There are, however, some general principles by which proper authority should be exercised and enforced, and to some of these we now call attention. I scarcely need to say that every requisition of a teacher should be right in itself. All true authority must be based upon justice. The moment the requirements of a teacher violate equal and even-handed justice, his authority is at an end. His pupils will cease to respect both it and him, and he will lose his power to enforce even just and wholesome rules. And children are close observers, as well as keen sighted, in regard to what is right or wrong. They quickly perceive and readily understand the moral bearing of the rules which they are required to observe, and if they do not commend themselves to what their instincts teach them is true and right, they will not feel much respect either for the rules or those who seek to enforce them.

Obedience should be enforced by an appeal to the higher and more noble principles of our nature. To do right

because it is right, is the noblest motive by which a human being can be actuated. And this is the motive by which the teacher should endeavor to enforce obedience to his rules. If a pupil has disobeyed,—if he has been disregardful of his obligations to his teacher, and thus done injury to the school, let him be made to see and feel it,—let the great principle of justice and right in his own bosom be appealed to, and let him be urged, in obedience to its dictates, to cease from doing evil and learn to do well. It is thus that his heart will be cultivated,—his moral nature aroused and stimulated—and an influence will be exerted over him that will tell upon all his future history. It will inspire him with respect for his teacher, and the rules which he endeavors to enforce, while at the same time it will quicken his perception of the right, and nerve his resolution to pursue it. He will thus be taught to obey from principle, rather than through fear, and will thus cheerfully acquiesce in the demands made upon him.

Do not understand me as intimating that nothing but moral suasion should be used by the teacher. Unfortunately there are some pupils who cannot be reached by it, and there are others who will obstinately refuse to submit to its teachings. In such cases the passage way to the heart is obstructed, and needs to be cleared out, not so much by appeals to the understanding and conscience, as by sundry applications to the outer man, whose disagreeable visitations have wonderful power to waken up the dormant energies of the soul. When the heart and soul become thoroughly aroused, by whatever means, they should be led closely to examine the moral bearings of disobedience, and thus made to abandon it from principle. It is a safe maxim,—Govern from a sense of right and justice when you *can*—from a feeling of fear, when you *must*.

Nor is it improper to appeal to the pupil's self-interest and self-respect.—These, to be sure, are not the best motives to be awakened in his bosom,—they do not reach down and lay hold of the moral nature—and when appealed to and insisted on exclusively, they may foster an overweening selfishness which in the end would prove ruinous to the happiness and usefulness of the pupil. But next to the moral sensibilities, they are the highest motives we know, and are usually stronger than any other. Every person has some regard for the esteem and good will of others. His social position is of great account in making up his sum of enjoyment. And hence he fears the effect which his own rash and wicked conduct will have upon the estimation in which he will be held by his associates.—When moral principle alone will not suffice as a motive to induce obedience, it is proper to combine with it an appeal to these lower motives—but they should never be allowed to be used exclusively nor should they be ranked as first in importance.

There are various ways in which these motives may be brought to bear upon the minds of pupils, which, perhaps, should claim our attention at this point. An appeal to right and justice should always be direct and personal—earnest and serious. The person to whom it is made should feel that it admits of no trifling—that consequences are attached to his conduct of the most serious and vital character, involving him in circumstances the most responsible and far-reaching—and having very much to do with his present happiness and future destiny.—He should be made to feel that the mo-

tives and principles by which he now allowed himself to be governed will become perfectly inwrought into the very texture of his soul, reproducing themselves in his future history, and exerting a controlling influence in the formation of his character. In urging such motives and considerations there is no room for levity or trifling. They appeal most soberly and seriously to every high and holy principle of our nature. Let the manner of the appeal correspond with its nature.

In appealing to motives of self-interest, less seriousness is demanded. Usually those who would be reached by urging such an appeal seriously, would be influenced by the higher motive of moral principle, or at all events by a combination of the two. When this can be done, it is certainly very desirable. It avoids wounding one's self-respect, and disposes him to look at things in a sober and serious light, which produces by far the most desirable effect.

But there are those who can not thus be reached—whose sensibilities are too obtuse to be aroused, unless in some way the arrow is made to penetrate their souls, and the fountain of feeling is stirred by some sudden and unexpected shock. There is no way to break up their dreamy monotony of feeling, and their stolid indifference to every noble principle and sentiment, but to produce a wound in their natures, and probe it frequently to keep it sensitive. There are some persons who will feel the biting of a sarcasm, that cannot be reached by the most earnest entreaty, or convinced by the most clearly demonstrated argument. It will arouse them up, and induce them to make strenuous efforts to improve, when no other motive will reach them. There are others who are peculiarly sensitive to shame and disgrace—who cannot bear scorn or ridicule—but whose sensibilities cannot be stirred in any other way. The teacher should thoroughly understand the character of his pupil, and appeal to such motives and principles as his peculiar habits or temperament demands. But when he has gained the point, and awakened feeling, by whatever means, he should not fail to direct it by giving to it a moral tone, and firmly basing it upon principle. He will thus educate the heart, as well as develop the intellect.

The last resort of a teacher to enforce obedience should be the infliction of bodily pain. This should be regarded as the desperate remedy and resorted to when all other methods have failed. It is undoubtedly better that a child should be governed through fear of suffering, rather than not be governed at all. But it is only in extreme cases, and those in which parental restraint and influence in the domestic circle have been altogether wanting, that the teacher will be compelled to such an extreme remedy.

Our remarks hitherto have been directed to government as a reformative principle. We desire now to look at it in another light, which, to us, is far more interesting and important. As that is the most perfect civil government whose laws are so wise and just that no one will seek to break them, so he is the best teacher whose mind and deportment is such as secures from his pupils spontaneous respect and obedience. Government must really be in the teacher, and it will show itself more clearly and certainly in preventing than in curing disobedience. If the bearing of the teacher is such as to secure the interest and affection of his pupils, he will find little difficulty in controlling them. The look of

some men—the mere glance of the eye, is more potent to inspire interest, and quell the purpose of disobedience, than all the logic and arguments, all the sarcasm and derision, even of those who are masters in the art, combined with whatever of physical force they may be allowed to use. They possess a moral power over their pupils which wins their confidence and regard, and makes obedience to their commands, and acquiescence in their wishes not merely a duty, but a pleasure. It inspires them with lofty and generous sentiments towards them, which makes disobedience really more difficult and trying than the observance of the most rigid rules, and submission to the most severe mental discipline. Government must be in the teacher, or no rules or suggestions will suffice to bring it out. The faculty may be cultivated, doubtless, as other faculties are,—but it must be a part of the nature, one of its original endowments, or no amount of instruction or discipline can place it there. There cannot be even an aptness to teach without it, for teaching in its very nature, implies the power to direct and control. And, other things being equal, he may be said to be the best teacher who has the greatest power of control over his pupils;—who, by the force of his own virtuous principles, exemplified in his daily intercourse with his pupils, inspires them with the highest respect and veneration for his character, and makes them feel that he is the model which they should aspire to imitate.

The end which school government is designed to secure is, first, the order and regularity of the school. Order is heaven's first law, it is said. Whether it be so or not, one thing is very certain, no earthly attainment of any value can be secured without it. It must enter into all our business plans of life, or they will never be successful. A man can never become a good mechanic without first learning to be orderly, regular and systematic in his endeavors. He cannot be a respectable farmer even, without learning the same lesson,—to say nothing about his becoming a merchant and accountant without them. A school without order and regularity is like an unemployed mind, "the workshop of the devil." In it no learning of any real and practical value can be obtained. It is not only useless, but a positive damage. No useful knowledge can be acquired, and habits are formed, which in after life produce their baleful fruits in luxuriant clusters.

But order in the school is only one of the ends to be secured. Submission to government is one of the first lessons to be taught in our domestic circles, and in our common schools. The habit of submission to rightful authority is there to be formed, which is so essential to make a wise and peaceable citizen. The lesson of obedience to wise and wholesome rules is to be learned in childhood, or it is never learned. The wayward and disobedient almost never make industrious and peaceable citizens. They are found among the vagabonds that prowl about our streets, or lie about our gambling saloons, smoking and drinking, and wasting their time and money in idleness and dissipation. They are destitute of all the elements of character which are found in wise, virtuous and useful citizens. They are of no benefit to themselves, their families, or the State. Proper authority, prudently enforced and rigidly maintained, is, in my judgment, one of the most essential, and vitally important lessons to be taught in our schools. It is impossible for them to accomplish their mission without it, or

in any way to subserve the great interests of the state and nation by dispensing with it. It is a part of that discipline which is absolutely necessary to qualify our children to become useful and valuable American citizens.

I remember, when a boy, to have seen quite a large walnut tree, perhaps twelve inches in diameter, with its trunk tied in a perfect knot. I wondered how such a thing could happen. The knot was rigid and firm, and large and strong branches were spreading themselves out above it. A little reflection assured me that that knot had been tied when the tree was only a little sapling, capable of being bent and twisted in any direction with comparatively little force. Then it could be easily tied or untied. But after the sapling became a tree it would yield to no human power. It had taken its shape and form, and would resist the energies of the mightiest man who sho'd endeavor to untie its knot. I have often reverted to that tree in my own mind as illustrative of the character of the human mind. In childhood it is easily moulded—bent in this or that direction, tied and untied. But when it has grown up and become matured, it is perfectly rigid and inflexible. In the young mind, that which is rough may be made smooth, and that which is crooked straightened. Let your government be such as shall mould the character to virtue and obedience, and then it will be fitted to resist temptation, and will in its turn mould others after the same pattern. In conclusion, let me say that all who are connected with the management of schools, or engaged in giving instruction, should strive by their example to inspire the young with a sentiment of respect for law, and should teach them by precept to yield a cordial obedience to the regulations of the Schools, the ordinances of the city, and the laws of the State and nation. This is an essential element in the education of American citizens; and while we are increasing the conveniences and comforts of the children in our Schools, and enlarging the means of intellectual discipline and moral culture, we should earnestly endeavor to impress upon the next generation the great practical lesson of cordial obedience to established laws.

WISCONSIN TEACHERS' ASSOCIATION.

THE Wisconsin Teachers' Association, pursuant to adjournment, met in the Congregational Church in Beloit, on Wednesday, August 20th, 1856, at 10 o'clock, A. M.

The meeting was called to order by the President, and opened with prayer by Prof. F. W. Fisk.

W. Van Ness appointed Assistant Secretary. J. G. McMynn, Chairman of the Executive Committee, reported the order of business.

J. L. Pickard, President of the Association, delivered an address upon "*The Trials of Teaching.*"

J. G. McMynn, W. Van Ness, and A. C. Spicer, were appointed a committee on enrollment of delegates.

J. G. McMynn, A. C. Barry, and R. C. Parsons were appointed a committee to nominate suitable persons to be elected honorary members of the Association.

A. C. Spicer, M. P. Kinney, and F. W. Fisk, were appointed a committee on resolutions.

Adjourned till 2 o'clock.

2 O'CLOCK P. M.

J. G. McMynn, from the Editorial committee, made a report as follows :

REPORT.

Wisconsin Journal of Education,

In Account with Editorial Committee,

Dr.

To amount paid Hulett & Harrison on account,	$781 19	
" Am't paid C. S. Boynton on account, - - -	52 40	
" Expenses sundries and mailing, - - -	29 39	
" Amount due Hulett & Harrison in full, - -	309 78	
" Am't due C. S. Boynton in full, - - - -	26 20	
" Am't due Howland & Adams in full, - -	4 57	
" Amount due Sandford & Tapley, in full, - -	8 00	
		$1211 53

Cr.

By amount received on subscription, - -	$447 50	
" Am't rec'd from State,	425 00	
" " " for advertising,	14 00	
" " due " "	510 00	
" " " from State,	425 00	
" " " on subscription,	42 25	
" " " from Howland & Adams. - - -	24 58	
		$1888 83
Excess of assets over liabilities,		$676 80

D. Y. Kilgore, from the committee appointed to examine the books of the Resident Editor, reported as follows:

REPORT.

The committee appointed to audit the accounts of J. G. McMynn, Treasurer of the Editorial Committee, and Resident Editor of the *Wisconsin Journal of Education*, hereby certify, that we have examined the books, accounts, and vouchers in his possession, and have found them correct. D. Y. KILGORE, A. C. SPICER, A. C. BARRY, } Com.

A. J. Craig, Chairman of the Editorial Committee, made a verbal report in regard to the success of the *Educational Journal*—appropriating two hundred and fifty dollars to J. G. McMynn, for services as Local Editor.

The report was amended, on motion of D. Y. Kilgore, so as to include traveling expenses—increasing the amount to three hundred dollars—when it was unanimously adopted.

D. Y. Kilgore offered the following resolution:

Resolved, That John G. McMynn is entitled to our hearty thanks, for the faithfulness and skill with which he has discharged his duties as the first Resident Editor of the *Wisconsin Journal of Education.*

The resolution was passed by a unanimous vote.

The following resolution was then discussed:

Resolved, That no person habitually using intoxicating drinks, profane language, or tobacco, ought to be licensed to teach in our public schools.

Remarks were made by Messrs. Kinney, Nolan, Atherton, Fisk, Craig, Bingham, McMynn, Spicer and Kilgore—after which the resolution was indefinitely postponed.

A. C. Spicer, Chairman of the committee on resolutions, reported the following:

Resolved, That the Educational interests of this State require a more cordial and active co-operation of teachers of all classes, in advancing the cause of public education.

Remarks were made by J. G. McMynn and A. L. Chapin, President of Beloit College; after which the resolution was made the special order of the day for Thursday morning, at 10 o'clock.

Adjourned to 7½ o'clock.

7½ O'CLOCK P. M.

A large audience was favored with an address by Prof. J. Emmerson, of Beloit College. Subject, "*History—its office in the work of Education.*"

The following persons were elected Honorary Members:

J. M. Bingham, Palmyra,
C. B. Skinner, Watertown,
H. W. Collins, Janesville,
Dr. H. Vandeusen, Mineral Point,
Geo. W. Bliss, Mineral Point,
Rev. W. C. Whitford, Milton,
F. F. Mayhem, Empire, Fon du Lac, Co.
Henry, Freeman, Freeport, Ill,
J. C. Pickard, Jacksonville, Ill,

D. W. Pickard, Groveville, Mass,

Prof. A. Kellogg, State Normal School, N. Y.

Adjourned till 9 o'clock, to-morrow morning.

THURSDAY, 9 o'clock A. M.

The meeting was opened with prayer by Rev. Mr. Foote, of Janesville.

J. G. McMynn, Chairman of Executive Committee, reported the order of business for the day.

M. P. Kinney, F. W. Fiske, F. C. Pomeroy, J. G. McKindley, and W. C. Dustin, were appointed a committee to nominate Editors for the *Journal*, for the ensuing year.

An Essay was read by W. Van Ness, upon the "*Disconnection of the State Superintendency with Politics.*"

The resolution which was made the special order of the day, was taken up and discussed by President Chapin, Profs. Bean and Fisk, J. G. McMynn, A. A. Griffith, C. E. Hovey, and A. J. Craig; after which it was adopted.

The members of the Association were then invited by President Chapin to visit Beloit College, at such time as they might decide upon.

Voted to accept the invitation, and 4½ o'clock P. M. fixed upon as the time.

W. Van Ness, A. A. Griffith, A. Wilson, A. Pickett, and H. W. Collins, were appointed a committee to nominate officers for the ensuing year.

Mr. Kinney, from the committee on resolutions, reported as follows;

Resolved, That the cause of Education demands that more earnest attention be given to the erection and improvement of school buildings—both as regards convenience and health of pupils, and also the elevation of public taste.

The resolution was discussed by M. P. Kinney, H. W. Collins, A. A. Griffith, Wm. Backus, Esq., of Chicago, and D. Y. Kilgore. Adopted.

C. E. Hovey, President of the Illinois Teachers' Association, gave an account of the state of Education in his State.

D. Y. Kilgore, of Dane county; Mr. Bartlett, of Dodge; W. Van Ness, of Fond du Lac; J. L. Pickard, of Grant; R. C. Parsons, of Iowa; A. J. Craig, of Jefferson; L. Stone of Kenosha; F. C. Pomeroy, of Milwaukee; J. G. McMynn, of Racine; and A. A. Griffith, of Waukesha; gave account of the condition of Public Schools in their respective counties.

Adjourned to 7½ o'clock.

THURSDAY EVENING.

The following resolution was discussed:

Resolved, That the Educational interests of this State require the immediate establishment of a training school for teachers.

The resolution was discussed by President Chapin, A. M. Kellogg, of Albany, Professor in the Normal School of the State of New York, Prof. Emmerson, A. C. Spicer, J. G. McMynn, M. P. Kinney, and others; after which the resolution was referred to a committee consisting of Messrs. McMynn, Pickard, Pickett, Kinney and Collins.

Adjourned to 8 o'clock A. M., to-morrow.

FRIDAY MORNING.

Session was opened with prayer by Rev. J. Nolan, of Beloit.

W. Van Ness, from the committee on time and place of next meeting, reported, That the next meeting be held in Waukesha, on the second Wednesday in August, 1857. Adopted.

W. Nan Ness, from the committee on nominations, reported, and the following officers were elected for the ensuing year:

A. C. SPICER, Milton, *President.*

M. P. KINNEY, Racine,
F. W. FISK, Beloit,
D. Y. KILGORE, Madison } *V. Presidents.*

A. A. GRIFFITH, Waukesha, *Secretary.*
J. G. MCMYNN, Racine, *Treasurer.*

J. L. PICKARD, Platteville,
F. C. POMEROY, Milwaukee,
A. C. BARRY, Sylvania,
A. PICKETT, Oshkosh,
H. W. COLLINS, Janesville.
} *Counselors.*

M. P. Kinney, from the committee on nomination of Editorial Committee, reported as follows;

J. G. MCMYNN, Racine;
J. G. MCKINDLEY, Kenosha;
A. C. BARRY, Sylvania;
J. L. PICKARD, Platteville;
J. EMMERSON, Beloit;
R. C. PARSONS, Mineral Point;
H. W. COLLINS, Janesville;
A. A. GRIFFITH, Waukesha;
A. PICKETT, Oshkosh.

Report adopted.

The committee on resolutions presented the following:

Resolved, That experience, observation and reason clearly indicate that the highest interest and well-being of the race demand that the sexes should be educated together in the same schools, and in the same classes.

Laid over until next meeting.

Resolved, That some Legislative provision should be made for the organization of Union or Graded Schools in every town in the State.

D. Y. Kilgore, from the committee appointed last year to memorialize the Legislature upon the subject included in the above resolution, reported that the committee had performed their duty; but the Legislature had not performed theirs.—Report accepted, and committee discharged.

Mr. Spicer reported the following resolution:

Resolved, That the members of this Association take immediate steps for the organization of Teachers' Institutes in their respective counties.

Resolved, That the Editorial Committee be, and is hereby empowered to fill all vacancies which may occur in said committee. Adopted.

Mr. Kinney introduced the following resolutions:

Resolved, That we hereby extend to Prof. J. Emmerson, of Beloit College, our thanks for his able and instructive address, on the "*Study of History*," and are happy in his co-operation in the great work of educating the youth of our land.

Resolved, That we have listened with much pleasure and profit to remarks from Prof. Kellogg, of the New York State Normal School, in regard to its arrangements and operations; and cordially receive him as a welcome visitor to our Association.

Resolved, That we earnestly urge Town Superintendents, Teachers, and all others interested in the cause of Education in our State, to enlist in efforts to obtain subscribers to the *Journal of Education*, and thus essentially aid in promoting sound education.

Resolved, That every teacher should regard himself as an Educational Missionary, whose duty is to labor to secure the attendance of all the children of suitable age within his district or circle of effort.

Resolved, That we are grateful to the Congregational Church and Society of Beloit for the use of their Church edifice, in which the sessions of our Association have been held; and to the citizens generally for their generous hospitality.—We shall carry with us pleasing recollections of their kind attentions and social enjoyments experienced by us at their homes; and will remember Beloit as one of the sunny spots in life's pilgrimage.

Resolved, That as members of the State Teachers' Association of Wisconsin, we will make grateful record in behalf of the Milwaukee & Mississippi, the Racine and Mississippi, and the Beloit and Madison Railroads, whose superintending officers have kindly afforded us half-fare passes over their roads, to and from our meeting. Thereby we have assurance that that they have in favorable regard the educational interests of our State—*in which we rejoice.*

Resolved, That the thanks of this Association are due to the Racine and Mississippi Railroad Company, for granting a free pass to the Resident Editor of the *Wisconsin Journal of Education.*

Resolved, That we hereby tender our grateful acknowledgements to the officers of the Association, who have so ably presided over our deliberations, and our best wishes for their prosperity through life.

Remarks were made by Messrs. Chapin, Kinney and Griffith.

Prayer was offered by President Chapin; after which the Association adjourned to meet in Waukesha, on the second Wednesday in August, A. D. 1857.

J. L. PICKARD, President.

D. Y. KILGORE, Secretary.

Teachers and friends present from

DANE COUNTY.

D. Y. Kilgore, Madison.
Miss Kate S. Wright, Madison.
" Eliza G. Randall, "
" Harriet E. Thompson, Stoughton.
James L. Cameron, Verona.

DODGE COUNTY.

J. W. Atherton, Fox Lake.
Mrs. J. W. Atherton, "
Miss Ruth Keyes, "

FOND DU LAC COUNTY.

W. Van Ness, Fond du Lac.
G. B. Cooley, Ripon.
Miss L. M. Ward, Fond du Lac.
" Mary Brown, " "

GRANT COUNTY.

J. L. Pickard, Platteville,
Miss F. S. Joslyn, "
" Almira A. Culver, Hazel Green.

IOWA COUNTY.

H. Van Deusen, Mineral Point.
Alexander Wilson, " "
R. C. Parsons, " "
Miss M. P. Bowden, " "
" M. R. Cummings, " "
" L. J. Jeffrey, " "
" L. J. Full, " "

GREEN COUNTY.

D. Johnson, Decatur,
Miss E. A. Johnson, "
Miss Laura Foster, Decatur.
" Eliza Barker, "
" Maria Vance, Clarence.
" Sarah Tenney, "
J. B. Bachman, Monroe.
V. Sheer, "

JEFFERSON COUNTY.

A. J. Craig, Palmyra.
N. M. Jones, "
J. M. Bingham, "
C. B. Skinner, Watertown.
Wm. C. Sanford, "
W. P. Bartlett, "

KENOSHA COUNTY.

J. G. McKindley, Kenosha.
V. Butler, "
L. Stone, "
Mrs. H. L. Stone, "
Miss M. S. Briggs, "

MILWAUKEE COUNTY.

F. C. Pomeroy, Milwaukee.
G. McWhorter, "
John Drew, "
Miss Mary C. Osgood, "
" Anna G. Mitchell, "
" Josephine Porter, "
" Kate B. Kavanaugh, Milwaukee.

RACINE COUNTY.

H. B. Coe, Racine.
I. N. Miller, "
D. J. Holmes, "
Rev. M. P. Kinney, "
Mrs. E. W. McMynn, "
" E. S. M. Holmes, "
Miss A. J. Upham, "
" A. Byrne, "
" J. Sanford, "
" F. M. Giles, "
" A. J. Russell, "
" E. Searle, "
" H. E. Peck, "
Mr. H. Russell, "
J. G. McMynn, "

ROCK COUNTY.

W. C. Dustin, Beloit.
B. C. Rogers, "
J. W. Strong, "
Pres't A. L. Chapin, "
Prof. F. W. Fisk, "
" J. Emmerson, "
" Wm. Porter, "
J. P. Fisk, "
Rev. J. Nolan, "
Mrs. Dustin, "
Miss Elizabeth Brown, "
" A. White, "
" Mead, "
" Marrietta Cleveland, Beloit.
" N. D. Brown, "
" Mary Brown, "
Mrs. R. C. Thompson, "

Miss M. T. Dresser, Beloit.
" Elizabeth Tucker, "
H. W. Collins, Janesville.
Rev. H. Foote, "
O. N. Gordon, "
M. V. B. Shattuck, "
Miss M. W. Pierce, "
" M. J. Wingate, "
" A. M. Stone, "
" F. J. Duncan, Cooksville.
" Sarah Jones, Summerville.
" C. E. Curtiss, Milton.
" J. C. Bond, "
Mrs. W. W. Patchin, Magnolia.
I. A. Lapham, Janesville,
M. E. Lapham, "
E. A. Morse, "
Mrs. E. H. Conover, "
Ada H. Pearson, "
Anna Morse, "
M. E. Towsley, Shopier.

SAUK COUNTY.

J. Lovewell, Baraboo.

WALWORTH COUNTY.

E. D. Farnham, Delavan.
S. F. Sykes, "
C. M. Parks, Geneva.
E. L. Harris, Darien.
E. D, Hawes, East Troy.
A. L. Curtis, Whitewater.
J. M. Angear. Elkhorn.
Miss Sarah Goodrich, Troy.
Mrs. C. J. Enos, "

WAUKESHA COUNTY.

A. A. Griffith, Waukesha.
S. A. Bean, "
J. H. Magoffin, "
Geo. O. Austin, Pewaukee.
Geo. R. Perry, Genessee.
J. E. Harriman, Mukwanego.
Mrs. A. A. Griffith, Waukesha.
Miss Louis T. Jones, "
" Mary G. Sherman, "
" Alice Perry, Pewaukee.

WASHINGTON COUNTY.

Edward J. Kelley Germantown.

WAUSHARA COUNTY.

James W. Harris, Leon.

WINNEBAGO COUNTY.

A. Pickett, Oshkosh.
Emerson Peet, "
Martha Peet, "
Miss L. O. Cowdin, "
D, P. Dean, Bashford.
Miss S. A. Steele, Rushford.

CALUMET COUNTY.

Miss Mary B. Newell, Chilton.

DELEGATES.

C. E. Hovey, President State Teachers' Association, Peoria, Ill.
Wm. R. Powers, Dixon, Ill.
W. H. Lapham, Chicago, Ill.
M. Tabor, Aurora, Ill.
Chauncey Nye, Ohio.
J. B. Richardson, Tidiotate, Penn.
J. C. Pickard, Jacksonville, Ill.
A. M. Kellogg, Professor in New York State Normal School, Albany, N. Y.
Rev. D. W. Pickard, Groveland, Mass.
A. W. Freeman, Freeport, Ill.
John P. Hunt, Jr., West Aurora, Ill.
Mrs. J. P. Hunt, Jr., " " "

LEARNING is like a river whose head being far in the land, is, at first rising little, and easily viewed, but still, as you go, it gapeth into a wider bank; not without pleasure and delightful winding, while on both sides set with trees and the beauties of flowers. But still, the further you follow it, the deeper and broader it is, till at last it inwaves into the unfathomed ocean, there you see more water, but no shore—no end of that liquid fluid's vastness.

☞ "There are few talents so very inconsiderable as to be uualterably excluded from all degrees of fame; and all should, in Life's visits, leave some token of their existence."

ENVY.—Envy ought, in strict truth, to have no place whatever allowed in the heart of man—for the goods of this present world are so vile and low, that they are beneath it; and those of the future world are so vast and exalted, that they are above it.

PUNCTUALITY.—If you desire to enjoy life, avoid unpunctual people. They impede business and poison pleasure.

[For the Journal of Education.

EDUCATION IN ALABAMA.

Alabama is a noble land. The story of its *name* has something of a classic turn, for it is related that when a weary company of travelers, driven far from their native forests, had found its borders in the years beyond man's memory, so beautiful was the scene which greeted their chieftain's glance, he struck his spear upon the earth with the exclamation, "Ala bama,"—"Here we rest!"—To that little band it was of more importance than in the parallel case of antiquity when Archimedes, warm with the generous glow of a new thought, rushed forth with "Eureka," trembling upon his lips.

Alabama is noble in many respects.—In her cotton trade, she leads the world. In her minerals she is rich. In all the essentials which render a nation great and happy, she finds no lack. The education of her sons and daughters, too, is looked after with care equal to any in the United States. The College and the University are found, as well as the Academies, High Schools and Public Schools. Her Female Institutions are second to none. Alabama is awakening to a sense of her capacities and is developing her resources with extraordinary rapidity.—Railroads are doing their work in bringing men nearer each other, and as men know each other better they do not fail to love each other more. It is false knowledge which causes difficulty between man and man. The true—removing that which *seems* and showing that which *is*—doth ever help man on to higher perception of the worth and the grandeur of the human soul.

Within the last few years a movement has been inaugurated by which the immense educational fund of the State might be of use to its children. The well known policy of devoting in every township the section numbered sixteen, obtained here as in many other states;—but instead of keeping its proceeds a *general* fund, the state divided it at once among the people where it had been located. Now the difference in the value of lands is so great that while, in some instances, according to the State Superintendent, a county has a hundred thousand dollars from its educational fund, in another the sum total of the share is just ninety-three cents! A pretty school *that* would support! It is well for the state that in Mr. Perry a faithful officer has been found to act as Superintendent of Public Instruction. A man better suited for the duties than he, is rarely to be met.

The sources of the educational fund may be enumerated as follows:

1. The annual interest, at eight per cent., on the surplus revenue deposited with the state in 1836.

2. The interest on the proceeds of the extra lands granted from the United States in 1848.

3. The interest at six per cent on sales of sixteenth sections.

4. An appropriation from the State Treasury of a sum not exceeding one hundred thousand dollars.

5. Escheats to the State.

6. Banks and Insurance Companies pay annually one hundred dollars on every hundred thousand of their capital; the same of Railroad Companies, after having declared a dividend,

7. A tax on Foreign Banks and Exchange Companies of one hundred dollars; and every agency of Insurance Companies pays one per cent on profits.

These constitute the principal sources of the fund, which amounts to more than

twenty-five hundred thousand dollars;—a fund which is hardly equalled in any other state, when we take into consideration relative age and population.—Heretofore little has been affected for common schools, but within three or four years past energetic supervision has accomplished much in reducing a chaotic mass to order, and now the motive power is nearly ready to be applied. The results *must* be auspicious, for when a great state is aroused in such a work, History recognizes no such word as fail.

One of the greatest difficulties to be encountered now is the want of qualified teachers. Plenty can be found "every day from nine till four, teaching a little learning to the little boys," as Dickens has it; but the County Superintendents universally complain of the extremely limited education of those who come before them for examination. If they refuse certificates to the unqualified, two-thirds of the common schools would be vacant, and the people have not yet learned that "it is better to have no school than to have a poor one." We hope it will be a long time before they *do* learn that, though enthusiastic teachers entrancing large Associations sometimes declare it as an unquestionable truth.—Our only method is, then, to grant certificates to the best we can get, and cheer them on, develop, encourage, restrain and make them better by advice and sympathy. It is a matter of surprise how rapidly teachers *grow* when well cared for, even by one man. Much is said now-a-days of raising salaries, as if *that* would produce *men*. It were well for such talkers to look about them and see how many are earning the money they now receive. The true teacher grows *from within*, toiling, enduring and hoping, he develops his own nature, and becomes nobler day by day as he nears the better land. To such a one, the reward comes, if life be spared, even here, in a sufficient salary. If the inner growth be strong, the world will find it out, and aid in the outer development.—Underpaid as we are, there is yet a higher work for us than to *whine* about low salaries. Let us sow more, and in due time we shall reap if we faint not.

We had intended to notice a project which is proposed for a Common School system in Mississippi, and also to notice the formation of a State Educational Association recently, but time forbids. We will perhaps speak further of these matters in a future communication. In the meantime, permit us to mention the pleasure we receive, as monthly come the visits of the Journal of Education, conducted by the teachers of Wisconsin.—We love to hear the sounds of manly strife from the broad plains of that favorite land. We remember well the free breath we drew as we traveled over her boundless prairies and anticipated the earnest days that seem now to have come—when *men* and *women* should consecrate their thoughts and their lives in the great profession of our choice.

By the way, Mr. Editor. you give us much food for thought respecting the Public Schools. Will you favor your readers by requesting somebody to prepare an article on Female Education, including a sketch of Female Institutions, how they are conducted, how many there are, *what* they do, and *how* they do it.

S. I. C. S.

Judson Female Institute,
Marion, Ala., July 28.

He prayeth best, who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

S. T. Coleridge.

[For the Journal of Education.

NOTES BY THE WAY.

Horicon, Dodge Co.

ED. JOURNAL:—One of the best evidences of an increasing interest in educational matters, on the part of the people of our state, is seen in the beautiful and commodious structures rising all over the land, devoted to the instruction of our children. The citizens of this beautiful village are wide-awake, and have commenced the erection of a Union School House 41x61 feet, and three stories high, including the basement. The basement is to be 8, and the other stories 14 feet in the clear from floor to ceiling. It is to be built of brick, and will cost, when finished about eight or nine thousand dollars. The site is an excellent one, being on an elevation overlooking the village and surrounding country, in full view of the Milwaukee and La Crosse Railroad, and about 60 rods south of the depot. It was designed by Mr. Mygatt, of Milwaukee, and is to be finished with the latest and most approved furniture.—It is to be finished by the first of January '57, and when finished, and a good corps of teachers secured, this village will not be behind any in the State in regard to educational advantages.

Another evidence of an awakening interest in the cause of education is the increased remuneration given to teachers. Not many years since, 12 shillings a week was considered good wages for a female teacher in a country district school. In several districts which I have visited during the present summer, they pay their teacher $5 a week, without board; and, in the village of Mayville, in this county, they give $6 a week, the teacher boarding herself. In the village of Lake Mills, Jefferson county, they have two teachers employed, and they pay one $4,50, and the other $5 a week, and board them.—This is as it should be, and it will encourage teachers to fit themselves for their business, that they may not only demand, but earn an increased compensation.

A. J. C.

For the Journal of Education.

TEMPLE OF LIBERTY.

Riding along the other day in the town of Aztalan, Jefferson county, my attention was drawn to a neat brick building, standing a few rods in advance by the roadside. As it was surmounted by a cupola, or bell tower, I supposed at first that it was a small church; but, upon arriving in front of it, I discovered the following inscription cut in stone, and inserted in the wall a few feet above the entrance—"TEMPLE OF LIBERTY. *District No.* 6." It was a school house. As I rode along, I kept repeating to myself, "Temple of Liberty"—"Temple of Liberty"; and many an hour since has that simple inscription furnished me food for thought. One day, when considering the subject, I found myself talking aloud, and a listener might have heard something like what follows: "Yes, it is a 'Temple of Liberty'; for while freedom is the birthright of every human soul, here *all* may secure instruction—may *freely* partake of that nourishment which develops the intellect and the heart, and gives dignity to manhood and womanhood. On this altar any one may offer sacrifice.—The Jew and the Gentile, the Pagan and the Christian, the black and the white, the rich and the poor, every race and nation, and kindred, and tongue, may bow together and adore the goodness and beneficence of God our Father, developed in our institutions. Here the children of parents who may be estranged or enemies

to each other, are brought together and taught to forget family feuds. Here sectarianism, Religion's bane and Truth's deadly foe, can find no lodgment in minds emulous for distinction, and eager in the pursuit of knowledge, or in hearts from which confidence and affection instinctively flow. Here the artificial distinctions of society—the frost-work which encrusts the cold and proud—disappears, melted by the warm glow of generous impulses, rising in hearts uncontaminated by the selfish policy of a calculating, money-getting world. When partizan strife and sectional animosity shall attempt to shake the pillars of our Constitution, and undermine the foundation of our government, from these temples, scattered all over our land, shall go out an influence swift to rebuke disaffection and intrigue, mighty to reform and save."

Yes, it is a "Temple of Liberty," and it will be a happy day for our country when parents and teachers shall understand the significance of that inscription, and endeavor to realize the full measure of benefit flowing from the right education of the whole people.

Palmyra, August, 1856. A. J. C.

LAWRENCE UNIVERSITY.

Pursuant to previous call of a Committee appointed by the trustees of the Lawrence University, for the purpose of taking into consideration the financial interests of the Institution, a large number of the business men of Appleton and vicinity assembled in the College on Wednesday evening, August 13th.

CHARLES AIKEN, Esq., was chosen Chairman, and F. PICKARD, Secretary.

Rev. Mr. JENNE, the Agent of the University, read a detailed statement, showing the financial condition of the University.

Messrs. BALLARD, DUNN, WEST and YOCUM addressed the meeting.

The following ressolutions were then offered:

1. *Resolved*, That we have the utmost confidence in the competency and ability of the present Faculty of Lawrence University, and that we congratulate them on the eminent success of their untiring efforts to promote the progress of their pupils, and the welfare of the University, and to raise the standard of education.

2. *Resolved*, That we deeply regret that any circumstances should have arisen, rendering it necessary that a portion of the fund provided for the support of the Faculty should be used for the completion of the College Building.

3. *Resolved*, That the present Fund of the University is not commensurate with its growing wants, and that recognizing our obligation to do our part towards making Lawrence University the first and best Institution of the kind, not only in the State, but in the west, we the people of Appleton and vicinity do hereby pledge ourselves to raise and secure a fund equal to $10,000, which shall yield an annual income of at least ten per cent., for the purpose of endowing an additional professorship; provided, that a fund of not less than $20,000—with a proportionate income, one half of which shall be dedicated to a like purpose, shall be raised from abroad.

4. *Resolved*, That the proceedings be published in the papers at Appleton, and by other Editors favorable to the institution.

And were separately read and adopted after full discussion, in which Messrs, Conkey, Eaton, J. M. Phinney, Jackson, McDonald, Yocum, Baker, Bateman, and others took part. After which the meeting adjourned. CHAS. AIKEN, *Ch'n.*

FRED. PACKARD, *Secretary.*

☞ What are a nation's possessions? The great words that have been said in it—the great deeds that have been done in it.

[For the Journal of Education.

MATHEMATICAL STUDIES AND THE FINE ARTS, AS BRANCHES OF WOMAN'S EDUCATION.

In the definition of the word "Education," we would not differ essentially from the one given in the last No.—"That which prepares one for usefulness and happiness in his or her sphere of life." But, with regard to what constitutes the true sphere of woman, our views do not exactly coincide with those which have been expressed. To us, she seems pre-eminently adapted to the station of a *teacher*.—Her gentle, affectionate manners win the hearts of the *little ones;* while her patient, unassuming kindness and cheerful tones bring hope to older minds, and new light to the troubled intellect. 'Tis hers to make the first impressions upon the plastic mind of youth—"*wax to receive*, but *adamant to retain*." From the time when she first assumes the "fond, yet fearful, task to rule o'er the opening mind in the village school," through the long, happy years, when lisping innocence first calls her "Mamma," till groups of joyous, happy children—or, still later, noble youths and laughter-loving maidens surround the parental board—'tis hers to impress upon the soul the thought of its own high worth—to prepare it for usefulness *here*, and point it upward to brighter realms above.

It is an *admitted fact*, that females excel as teachers of *small children;* and, we see no good reason why they may not, with equal propriety, if rightly educated, teach those who have advanced far up the "Hill of Science." The plan has been tried, and we think with good success.—In one of our best New England Colleges, a lady—wife of one of the Professors—had, for years, regular recitations for the several classes in College. Here, truly, is a wide field open for pleasant and useful employment—one which seems to us quite as well adapted to the tastes and inclinations of woman as handling the sculptor's chisel. Her compensation has, in times past, it is true, been far less than the real value of the labor performed.—But, in this respect, we hope for a brighter future. Her education has hitherto been very superficial. She has not been taught to *think* and reason correctly; some have been almost tempted to believe that she does not, and *cannot*, possess the strength of mind so necessary for a teacher of the higher branches. But she has never been placed in circumstances favorable to mental development. Look, for a moment, at the course of education which custom has, with unquestioned power, marked out for girls. "The elementary branches of an English education—the mere rudiments of science, music, painting, and a little French." This may be all that they are able to accomplish in the short time allotted them for study—for they are withdrawn from school about the time that young men enter college. Is it strange that they have not evinced wonderful mathematical and scientific powers?

> "Yet lives there many a lofty mind,
> In light and fragile form enshrined";

for, despite all these obstacles, the names of Mrs. Summerville and Hannah More *have* attained distinction in this line; and our worthy friend will please not to forget that it is the name of one of those who "detest those passionless abstractions of Mathematics," which has stood the highest in our Geometry class for the last half year; and, if we mistake not, the same is true with regard to the first Algebra and Arithmetic classes.

We hardly need mention the objection, that girls should not study Mathematics,

because they *do not like them.* Little will we accomplish in a world like this, if we neglect every thing which at first does not seem congenial to our tastes,

Music may be very well in its place; yet there are those whose ears do not vibrate to musical sounds—whose *voices* would make sad discords in the otherwise harmonious strains which fall so soothingly upon the listening ear. Still less is the number of those who have the time and ability to become good instrumental musicians; and, even if all who desired, *could* become skillful performers, would it not be better to commence with the science of numbers? It is a fact, to which our own music teacher adds her testimony, that a previous knowledge of Mathematics very much facilitates the acquirement of musical skill.

In the dear home circle—that center from which emanates so powerful an influence for good or ill—how much more confidence would be placed in the opinion and advice of a woman possessing a well cultivated mind, than of one whose highest ambition was to be able to draw pretty pictures, and write simple lays of poetry! One who devotes her time and attention to these, may seem, to a *superficial* observer, more accomplished than one who chooses the more unobtrusive paths of deep study and quiet thought.—Yet, which, think you, would prove the more intelligent and agreeable companion? which would be the better fitted for usefulness? For, we believe, that even *girls, if rightly educated,* might become *useful members of society.*

"Judge not of woman's heart in hours
That strew her path with summer flowers,
When joy's full cup is mantling high,
When flattery's blandishments are nigh;
Judge her not then! within her breast
Are energies unseen that rest."

Energies which, if lead out and strengthened by mental discipline, would raise her far above the butterfly life for which too many *seem* to be educated.

Woman's quick perception of the right course, seems peculiarly to fit her for an *adviser* and *counselor* in the affairs of life. How many noble brothers might have been saved from degradation and ruin, had their sisters been so educated that they could enter into their plans, sympathize with, advise and encourage them. Their influence is gentle, yet powerful—powerful in proportion as they possess the knowledge which enables them to suggest, advise and counsel *rightly.*

Chemistry is a science with which every girl should be conversant, for it is intimately connected with the practical duties of life. Those very "Lords of creation," who are ready to cry "PEDANTRY" at the mention of one who does not think it out of her sphere to study the Natural Sciences, are still more disturbed if each article of food is not prepared in such a way as to render it the most tempting to their dainty palates.

We are told that ladies have accomplished much by writing poetry. This may be true; yet Rhetoric says, that "Extensive knowledge is the first requisite for a good writer." The frequency with which flowers and birds are mentioned by most poetical writers, convince us that they are not strangers to Botany and Zoology; while the quantity of odes to "The fair silvery moon," oft tempt us to wish that they would study Astronomy long enough to learn that the moon, though APPARENTLY the *largest*, was not the *only* celestial body worthy of notice. Yet vain would be the attempt to form any idea of the number, distances and dimensions of those "spacious orbs" without a previous knowledge of Mathematics.

Nowhere perhaps does the gentle nature of woman appear more lovely than

in caring for the sick and helpless ones of earth. Think you that a sculptor's name was ever as fondly or as proudly cherished as is that of Florence Nightingale? She is one of the noblest examples of the *true woman* which the world has ever seen: may her name long be cherished as a bright ornament to her sex, and her self-denying deeds of kindness be imitated by hundreds of worthy sisters. Yet even here a knowledge of the science of Pathology and other departments of Physiology, will be invaluable.

Then let girls study Physiology, Chemistry, Botany, Astronomy and all those sciences which lead them to look through Nature up to Nature's God. They can, they *do* purify and ennoble the heart, and would fit them better to perform their duties in whatever sphere they move, and as a foundation upon which to build, let them study Mathematics. M. E. T.

Platteville Academy, 1856.

AUGUST 5th, 1856.

JOURNAL OF EDUCATION:—At La Crosse I found a two-story Union School House, having one room on the first floor and one above, with uninclosed school grounds, presenting not a very inviting appearance on account of the nightly herding of cattle in front of the house. When this nuisance is removed by inclosing the grounds and the additional work of planting shade trees is done, La Crosse will have taken one more important step in the right direction.

The house affords but half room enough for the scholars who ought to attend the school. The people feel the importance of doing something more, and talk of building during the present season.

The people of Prescott were to build a house for their Public School this summer, but owing to some mistake or misunderstanding the work is postponed.—They are yet in favor of doing the work at some future time. Let the friends of education then hasten it on, and they will be amply rewarded for their efforts.

The school at Hudson is under the charge of Miss Bennett, formerly Principal of the primary department of one of the New York Public Schools. Here, judging from what I saw, "order reigns." Each scholar appeared to wish to do just right. Miss Bennett and her Assistant are undoubtedly doing a good work.—The Hudsonians may well be proud of their Union School thus favorably commenced. May they never "back-slide." Should they even halt in the work thus begun, they will deserve to be stricken from the roll of Wisconsin's future cities!

The people of Hudson, of La Cross and of all our fast growing towns, will find that they need to be constantly watching and doing, or their demands will outgrow their school privileges. In every place the people talk well, and *are* right; but frequently lack the man to urge them onward. Some disinterested person is needed to visit all our growing towns over the whole State, to present *facts* that may stimulate the people to work.—Where is the man? Can the State Association send one?

If, from the above, you find an item for the *Journal*, I shall have attained my object in writing.

Respectfully, yours,
W. VAN NESS.

PROFOUND IGNORANCE makes a man dogmatic. He who knows nothing, thinks he can teach others what he has just now learned himself; while he who knows a great deal, can scarce imagine any one cannot be acquainted with what he says, and speaks for this reason with more diffidence.

[For the Journal of Education.]

COMMON SCHOOLS.

CONSIDERED THEORETICALLY AND PRACTICALLY.

NO. 4.

Referring to the definition that "education is the proper development of the faculties and powers of the individual with reference to the *relations* he sustains," we shall find the Common School admirably adapted to train the child as a future citizen of the republic. Founded as our institutions are on the national political equality of the race, what place is better fitted than the school room to develope and cherish in the youth of our land those sentiments and principles which, growing with their growth, become a part of their character and make the problem of self government so easy of solution. Gathered from different States, and often from nearly every part of Europe, the children of the rich and the poor, the cultivated and the ignorant, the polished and the rude sit down to learn the same lessons, listen to the instructions of the same Teacher and be subject to the same discipline in the school room. If the Teacher has a well regulated mind, if he understands his business how carefully will he use the power which his station gives him to mould and influence aright the minds committed to his charge. Judiciously trained they will learn not merely "book lessons," but lessons of forbearance, of generosity and self control, they will learn to despise meanness, to repress selfishness, to abhor deceit, to love candor and speak the truth. And more clearly than any thing else, if the Teacher be impartial and always just, will they learn the radical equality of all men, notwithstanding difference in talent, position, wealth or birth. The condition in after life of two individuals educated in the same school in childhood, may be very different, one may be a humble laborer, an artizan, the other may be President of the United States, but neither of them will ever forget the lessons learned in youth, or if elated and rendered dizzy by his elevation the President should forget them, the artizan will not, and the remembrance of the past will tend to cherish in him an honest independence and elevate his manhood above the "accidents" of his position. The importance of this influence in a system of education will be acknowledged by every one who loves and desires to perpetuate republican institutions.—Again, in the school room the child learns obedience to lawfully constituted authority. In times past we have been noted as an order loving, law abiding people; how long this shall continue to be a national characteristic depends upon the education received by the children of the people. Events occurring in different parts of the country during the past few years, seem to indicate a growing disregard of obligation in this respect, while the laxity of family government and the precocious development of young America strike us as dangerous symptoms when we consider what constitutes the strength of our government, and how inefficient and powerless it must be when the people have lost the habit of self-control and obedience to law.

CONSIDERATIONS FOR TEACHERS.—If mind is a product—if men, in an educational sense, are the results of the teaching process—then the teacher's work is one of amazing interest and power. And if this is so, further, the less than a million children in the schools of the State of New York are raw material—unsculptured marble, upon which the shape and

fashion of a manly spirit is to be sketched, and the citizen to be formed by the teacher.

If this consideration does not overwhelm the teachers of our schools with a sense of their responsibility, the fact does not arise from any uninspiring interest in the reflection. Do they feel, as they approach the shrine of fifty young adoring spirits, day after day, that they, more than the preacher or politician, or even the parent, in many cases, are building the morals or manners of a future society of the State? If they do not, they have no business with the children.

They should, with solemn and breathless haste, hurry from the school-room, and go to delve in the field, or deal with gross matter in some form, and leave untouched the subtleties of responsive mind—the potent element of States and Empires.—W., *in Westfield (Chau. Co.,) Transcript.*

BOARDING ROUND.

BY J. D. F.

How brief is life! how passing brief!
How brief its joys and cares;
It seems to be in league with 'Time,'
And leaves us unawares;
But ever in its pathway mixed
Bright spots and dark abound,
And of each kind I had a bit
When I went "boarding round."

At sixteen, with valiant heart,
The task I did commence,
"To teach young ideas how to shoot"
The germs of common sense;
Ah, yes! a mighty task was that,
But very soon I found
That it was not a simple one
To go "boarding round."

The times were diff'rent then than now,
The folks were diff'rent too;
The "master's" path with honor bright
Quite thickly they did strew;
And questions grave, and problems deep,
That did their brains confound,
They always would be sure to keep,
Till he came "boarding round."

Fathers did talk of politics,
Or church affairs propose.
And if my views were not like theirs,
A warm dispute arose.
And some old "prosers" sly and wise,
Did often times propound
Questions that sorely puzzled me,
When I went "boarding round."

The mothers talked of rude young girls,
Of sermons, books and boys,
But always tried their best to add
Unto my earthly joys;
For did I catch the slightest cold,
Or hoarse my voice should sound,
I got a dose of catnip tea (!)
When I was "boarding round."

The girls did talk of everything—
Of parties, rides, and calls;
Of presents and the holidays,
Of beaux and Christmas balls;
Some grave, some gay and mischievous,
(These last I wish were drowned
For sticking pins into my bed),
When I came "boarding round."

Long winter evenings then were passed
With laughing, jesting joy;
Nor did good apples, cider, nuts,
The least that fun destroy;
Or if a singing school was near,
We'd go, and I'll be bound
I've often sung till I was hoarse,
When I was "boarding round."

The dinner basket, every noon,
My willing hand did greet,
And scarcely ever failed to bring
Me something good to eat;
Mince pies were full of raisins then,
Dough nuts were large and round;
Alas! such cakes I have not had
Since I quit "boarding round.

But now those pleasant days are gone,
Life's sunny spring time's past;
The boys I taught have, one by one,
Into the world been cast;
My locks are growing thin and gray,
I'll soon be under ground,
Then I'll forget, and not till then,
About the "boarding round."

Superintendent's Department.

EDUCATIONAL CONVENTIONS.

These Conventions, under the call of the Department, have been held in the counties of Walworth, Rock, Greene, Lafayette, Iowa, Grant, Crawford, La Crosse, Sauk, Columbia, Dodge, Jefferson, Waukesha and Milwaukee. By appointment I was present at these several Conventions, with the exception of the one held in Milwaukee. In general they have been of an interesting character, and have contributed to awaken wider and deeper interest in behalf of the cause of education. During the coming fall and winter I hope to visit the most, if not all, the remaining counties, for the purpose of canvasing, conferring and advising with the friends of Common Schools.

A list of appointments will be issued in the succeeding number of the *Journal.*

A. Constantine Barry.

STATE OF WISCONSIN.

Office of the Commissioners School and University Land,
Madison, May 5th, 1856.

To the Sup't of Pub. Instruction—Sir:—

In pursuance with the provisions of Chapter 40 of the General Laws of 1856, we herewith make the following Report for April, 1856:

1. Rec'd from sale of School and University Land, - - -	$9,237 53
2. Rec'd from Interest on Loans,	684 99
3. " " Penalty on Forfeitures,	76 85
4. " " Fines, - - -	149 94
5. Number of Acres sold, to whom, is showed by the Schedule herewith	
6. Loans from School and University Fund, - - - -	3,970 00
7. Amount of School and University Fund on hand, - - -	18,152 76
8. Amount of Income, - -	16,256 87

Report for May, 1856.

1. Rec'd from sale of School and University Land, - - -	$973 18
2. Rec'd from Interest on Loans,	606 54
3. " " Penalty on Forfeiture,	181 40
4. " " Fines, - - -	81 83
5. Number of Acres sold, to whom, is showed by the Schedule herewith	
6. Loans from School and University Lands, - - - -	9,470 50
7. Amount of School and University Fund on hand May 31st, -	11,529 58
8. Amount of Income on hand, -	12,155 52

Report for June, 1856.

1. Funds received from sale of School and University Lands, -	$43 88
2. Interest on Loans, - - -	478 41
3. Penalties on Forfeitures, -	510 65
4. Fines, - - - - -	
5. School and University Lands sold, 282 95-100 acres. To whom sold—James Hone 45 83-100 acres in Columbia co., Edward Pratt 237 12-100 acres in Outagamie county.	
6. Amount Loaned, - - -	8,040 00
7. School and University Fund on hand, - - - - -	5,809 20
8. Income on hand, - - -	11,665 00
9. Certificates recalled—Nos. 617, 618, 619 and 620, Chippewa county, issued to L. D. Conery, Feb. 26th, 1856; Nos. 321, 322, 327 and 328, Columbia county, issued to Henry Merrill, Oct. 1st, 1856.	

Report for July, 1856.

1. Funds received from sale of State and University Lands, - -	$7 04
2. Interest on Loans, - - -	124 83
3. Penalties on Forfeitures, - -	216 47
4. Fines, - - - - -	132 65
5. School and University lands sold, 160 acres. To whom sold—Agnes McKinon 160 acres in St. Croix county.	
6. Amount Loaned, - - -	8,200 00
7. School and University Fund on hand, - - - - -	4,047 61
8. Income on hand, - - -	11,092 09

Respectfully,
David W. Jones,
Charles Kuehn,
Wm. R. Smith,
} Commissioners.

Office of State Sup't,
Madison, Aug. 20th, 1856.

Will the correspondents of this Department be particular in giving the name of the county, as well as that of the town, in which they reside? This would save much trouble and time in this office, and many mistakes as to the matter

which we mail to the various parts of the State.

It will be remembered that there are towns of the same name in several of the counties in this Commonwealth.

F. D. L. WEBSTER,
Dep. Sup't Pub. Inst.

GOOD SCHOOL HOUSES.

THE close connection of good houses with good schools, is now conceded by every intelligent friend of popular education.

Indeed, it is hardly possible to have a good school without a good school house; and the ultimate success of our whole system of Common Schools depends as much on a thorough reform in the construction, furniture, and care of school houses, as upon any other single circumstance whatever.

The people should bear in mind, and be encouraged by the fact, that when each district shall be provided with a suitable school house, the expense will not recur for a generation. Parents should also remember, that the interest which their children take in their studies, and the progress which they make in the acquisition of learning, most materially depend upon the condition, location, and general arrangement of the school house which they occupy. If it is located without reference to the taste, health, or comfort of the teacher or pupil; if it stands on the public highway, on the border of a swampy moor, on the top of a barren knoll, in the middle of a bleak plain, or in any other exposed, unpleasant, uncomfortable spot; if it is destitute of playground, enclosure, shrub, or shade tree, and every thing else calculated to render it pleasing and attractive; if its ceiling is only eight or ten feet high, instead of twelve or fourteen; if its dimensions are so contracted as to afford, on an average, only forty or fifty feet of cubic air to each pupil, instead of one hundred and fifty or two hundred; if no provision is made for a constant supply of that indispensable element of health and life, pure air, except the rents and crevices which time and wanton mischief have made; if it is so utterly destitute of internal conveniences and external attractions, as to resemble a gloomy prison or an Indian wigwam; if it stands in disgraceful contrast with all the other edifices in the neighborhood, public or private; if the only plan or principle which determined its size and furniture, was the *minimum scale of expenditure;* if the pupils, while attending school in it, should suffer from heat or cold, from too much or too little light; if the quantity of air contained in it, is so small as to be soon exhausted of its oxygen, and to cause the pupils to suffer from dullness, depression, and head ache; if, in short, it is so badly constructed, so imperfectly ventilated, so replete with vulgar ideas, and so utterly repugnant to all habits of neatness, thought, taste, or purity, as to cause the pupil to regard it as the most comfortless and wretched tenement which he ever entered, to think of it with utter repugnance, to dread instinctively the tasks which it imposes, and, finally, to take his leave of it as a prison, from which he is but too happy to escape; if such is the condition of their school house, then, surely, parents ought to remember that if their children attend school in such an inconvenient, repulsive, disparaging, unhealthy tenement, their lives will be endangered, their intellects impaired, their love of learning deadened, their moral sensibilities blunted, their manners become vulgar, and every impression connected with the school, deepened into the most irrepressible antipathy.—*Michigan Journal of Education.*

VISIT YOUR SCHOOLS.—The following remarks are worthy of the attention of those interested:

You could not do a better thing. Your boy has the idea that you care scarcely more than a fig's value about his progress there; your girl thinks you are too busy about *more important* matters to worry about her recitations. Grammar is dry as dust to her, Geography is tedious, Arithmetic is a bore, Reading is horrid, Writing is her special abomination. If she speaks of either at the table, she is hushed up. You talk of stocks and Senatorship, of the war and free trade. The young ones learn to think their studies very small matters in comparison with yours.

But visit your school to-day. Hear a lesson or two recited. Learn from their teachers what their standing is, in what they oftenest fail, in what they excel. See who sits next them in the school room. See how they compare in personal appearance, whether they look happy and at home. If acquainted with their school habits, you cannot but be interested in them, and then you cannot possibly avoid talking of them. Making their matters subjects of home conversation will certainly stimulate them to better efforts—make better scholars of them. By all means then visit your schools. Go alone, if no one will go with you. You will always be welcomed by the teacher, unless he is a fit one to be turned off.—*Pittsburg Visitor.*

THE RIGHTS OF SCHOOLMASTERS AND PARENTS.—A case of considerable interest was tried recently before Justice Ladd, of Cambridge, Mass. A citizen of Newton was complained of for an assault upon the master of a school at that place. It appeared that the master was in the habit, as is now the general custom, of keeping the child of the defendant, with other scholars, after school hours, to learn her lessons, which had been imperfectly recited during school hours. The parent believing that the detention was illegal, went to the school house and demanded his child. This was after regular school hours. The master said that the child should go as soon as she had recited her lesson. The parent attempted to enter the school room to take his child, but his entrance was resisted by the master, and the assault upon the master was the result. The Court ruled that the keeping of a child until the lessons of the day had been perfected, was legal; that the parent in attempting to enter the school room, in opposition to the will of the master, was in the wrong; that a child placed at school by the parents is under the control of the master until regularly dismissed; and that the parent cannot withdraw the child from school during the day against the master's will, except through the intervention of an officer and the school committee. The defendant was fined $30 and costs.—*Bost. Traveller.*

THE WILL AND THE WAY.—I learned grammar when I was a soldier on the pay of sixpence a day. The edge of my berth, or that of my guard-bed, was my seat to study on; my knapsack my book case, and a bit of board, lying on my lap, was my writing-table. I had no money to purchase a candle or oil; in winter, it was rarely that I could get any light but that of the fire, and only my turn even of that. To buy a pen or piece of paper, I was compelled to forego some portion of my food, though in a state of half-starvation. I had not a moment of time that I could call my own; and I had to read and write amid the talking,

laughing, singing, whistling and bawling of at least half a score of the most thoughtless men—and that, too, in their hours of freedom from all control. And I say, if I, under these circumstances, could encounter and overcome the task—is there, can there be, in the whole world, a youth who can find an excuse for the non performance?—*Cobbett.*

TEACHING AS AN OCCUPATION.

OCCASIONALLY one may be found who selects teaching as an occupation during the continuance of health and strength, but such cases form the exception, and as a general rule teachers have small inducements to continue in that line. Why is it so? The profession of teacher is as necessary as that of the minister, doctor or lawyer. Why is not their standing equal? The great importance of education, the respect which should be felt and expressed for those engaged in the most elevating duty,—second only to that of the clergy,—of laying the foundation for a superstructure of improvement carried on, if disposed, through life, and standing for so many hours in the place of the parents of the children committed to their instruction, with these claims to equality, will any one give a good reason why the rank of the school teacher is lower than that of other professions?

Is it owing to the fact, that the instruction of children is supposed to require less effort of the faculties than other professions, that the minds of schoolmasters accommodate themselves to the calibre of their less intelligent pupils, and are thereby made less capable of decided manly action? Who will answer this question?—*R. I. Schoolmaster.*

☞ In early life, acquire the habit of using good language.

CONGREGATIONAL OR PAROCHIAL SCHOOLS.

THE *Pennsylvania School Journal*, for April, contains a paper on this subject, in which it is maintained, that the general establishment of denominational schools is both unnecessary and inexpedient. Some of the injurious effects of such schools on the great common systems of the day, are thus stated in the article before us:—

1. Their establishment withdraws the Clergy connected with them, from their proper position as Directors or Visitors of the Common Schools; thus abandoning the latter to the risk of improper influences, which their presence might restrain.

2. They estrange the parents of their pupils from the same cause and field of labor.

3. They tend to increase opposition to Common Schools, by the fact that they subject their patrons to double expense, viz., for tuition in or contribution to the Parish school, and for Common School tax.

4. They add to the aggregate expense of the educational means of the place, and weaken their efficiency, by division.

5. They, and all rival institutions to the Common School, injure the effect of its discipline, by presenting an open school-door to all who will not submit to the equal and impartial rules of the public institution.

6. They retard the perfecting of the Common Schools of the locality by dividing the efforts of the friends of education; thus delaying the period when, by proper gradation and other improvements, the Common School will impart sound instruction to every child, under the eye of his parent.

☞ By six qualities may a fool be known—anger without cause—speech without profit, change without motive, inquiry without an object, putting trust in a stranger, and wanting capacity to discriminate between a friend and foe.—*Arab Proverb.*

INSTITUTION FOR THE DEAF AND DUMB.

This institution is situated at Delavan, Walworth County, Wisconsin, on the line of the Racine and Mississippi Railroad. It was established and is supported by the bounty of the State, and is *free* to all deaf mutes, of ordinary health and mental capacity, residing within the limits of the State and between the ages of 10 and 30 years—*no charge* being made for *tuition* or *board.*

The building occupies an elevated and healthy site, is capable of accommodating about 40 pupils, and will doubtless be enlarged as the increase of pupils may require.

The officers consist of Principal, Steward, Assistant Teachers, Matron and Physician, all of whom, except the Physician, reside in the Institution, and with the pupils, constitute one family.

Parents may rest assured that no effort will be spared to promote the comfort, and to secure the physical and social, the mental and moral improvement of the pupils. Out of school hours, the female pupils are in charge of the Matron, and receive instruction in needle-work, housework, &c.

The male pupils, during the same hours, are employed, as far as practicable, in industrial occupations, under the supervision of responsible persons. Due time and attention are devoted to recreation, and to the cultivation of the manners and social feelings.

Religious exercises are held twice every Sabbath, in the sign language, in the Chapel of the Institution. Thus, with a system of government mild and parental, it is the aim ts combine, in one establishment, the advantages of the home, the school, the work-house and, to a considerable extent, of the Church.

Pupils are expected to come amply provided with substantial clothing, and with their names distinctly marked on each article. A small sum of money should also be left in the hands of the Principal to meet incidental expenses.

The school commences annually on the first Wednesday of September, and closes on the last Wednesday of June, when the pupils return to their homes to spend the vacation. The period of instruction allowed is from five to seven years.

Promptness in entering at the opening of the term, is urged upon all applicants, as pupils cannot ordinarily be received at any other time.

Persons desiring to place a pupil in the school, should address the Principal, acquainting him with the name, age, residence of the mute, the cause of deafness, &c., &c.

The isolated and deplorable condition of the uneducated deaf mute—more benighted than the heathen—utterly destitute of a knowledge of his own soul, of God, and of his moral relations and obligations, strongly appeals to all benevolent citizens to interest themselves in his behalf.

The extreme difficulty of reaching many of the parents of the deaf and dumb, even by the most wide-spread and frequent publications, in consequence of their isolated dwellings and out-of-the-way localities, calls upon all citizens who know of any such persons, to acquaint them with the existence of this institution, and if possible, induce them to send their children, or at least, to forward their names and Post Office address. Medical gentlemen, in particular, whose practice is likely to acquaint them with such persons, are solicited to lend their co-operation.

Any communications respecting the Institution may be addressed to J. S. Officer, Principal of Institution for the Deaf and Dumb, Delavan, Walworth County, Wisconsin.

CIRCULAR OF THE WISCONSIN INSTITUTE FOR THE EDUCATION OF THE BLIND.

ADMISSION OF PUPILS.

Any person wishing to make application for the admission of a pupil into the Institute, must address the Superintendent, giving definite and truthful answers to the following questions, viz:

1st. What are the names and Post Office address of the parents or guardians of the person for whom application is made.

2d. Are such parents or guardians legal residents of the State of Wisconsin?

3d. What are the name and age of the person for whom application is made?

4th. At what age did he or she become blind, and from what cause?

5th. Is he or she of sound mind, and susceptible of intellectual culture?

6th. Is he or she free from bodily deformity and all infectious diseases?

7th. What are his or her personal habits and moral character?

Upon the receipt of such application by the Superintendent, the applicant will be notified as to whether or not the person in question will be admitted, and no one must be sent to the Institute until such notification shall have been received.

No person of imbecile or unsound mind, or of confirmed immoral character, will be knowingly received into the Institute; and in case any pupil shall, after a fair trial, prove incompetent for useful instruction, or disobedient to the wholesome regulations of the Institute, such pupil will be thereupon discharged.

No charge is made for the boarding and instruction of pupils from the State of Wisconsin, but all are expected to come provided with an adequate supply of good, comfortable clothing, which must be replenished from time to time as it becomes necessary.

The stock of clothing should embrace suitable articles for both summer and winter, and a sufficient number of each kind to admit of the necessary changes for washing and repairing.

All of the clothing must be sent in good order and condition, not only upon the first entrance of the pupil, but also at each subsequent return from home after the vacation.

Each article should also be distinctly marked with the owner's name or initials, in order to prevent confusion or loss.

It is important that new pupils should enter upon their term of instruction at the commencement of a session, and it is expected of all others that they shall be present at the opening of the school and remain until it closes, on the last day of the session, unless prevented from doing so by sickness or other emergency. It is also expected that timely arrangements shall be made for the departure of every pupil from the Institute within a few days after the close of each session.

All letters to the pupils should be addressed to the care of the Institute, in order to insure their prompt reception.

WHY SHOULD ANY MAN SWEAR?—I conceive of no reason why he should, but of ten reasons why he should not.

1. It is *mean.* A man of high moral standing would almost as soon steal a sheep as swear.

2. It is *vulgar;* altogether too low for a decent man.

3. It is *cowardly;* implying a fear either of not being believed or obeyed.

4. It is *ungentlemanly.* A gentleman, according to Webster, is a *gentleman*—well bred, refined. Such a one will no more swear, than go into the street to throw mud with a clod hopper.

5. It is *indecent;* offensive to delicacy, and extremely unfit for human ears.

6. It is *foolish.* 'Want of decency is want of sense.'—*Pope.*

7. It is *abusive.* To the mind which conceives the oath, to the tongue which utters it, and to the person to whom it is aimed.

8. It is *venomous;* showing a man's heart to be a nest of vipers, and every time he swears one of them sticks out his head.

9. It is *contemptible;* forfeiting the respect of all the wise and good.

10. It is *wicked;* violating the divine law, and provoking the displeasure of Him who will not hold him guiltless who will not hold him guiltless who takes His name in vain.

☞ N. BATEMAN, Secretary and Agent of *the Illinois State Teachers' Institute,* has resigned his office. The teachers of this State will regret this scarcely less than the teachers of Illinois.

Editorial Department.

THE following is the law in relation to District Meetings, and should be carefully read by every voter in the State:

DISTRICT MEETINGS.

SEC. 9. The annual meeting of each school district shall be held on the last Monday of September, in each year; the hour of such meeting shall be six o'clock in the afternoon, unless otherwise provided by a vote of the district, duly recorded, at the last previous annual meeting.

SEC. 10. No annual meeting shall be deemed illegal for want of due notice, unless it shall appear that the omission to give such notice was willful and fraudulent.

SEC. 11. The inhabitants qualified by law to vote at a school district meeting, when assembled at the first and each annual meeting in their district, shall have power—

1st. To appoint a chairman for the time being.

2nd. To adjourn from time to time, as occasion may require.

3rd. To choose a director, treasurer and clerk.

4th. To designate a site for a district school house.

5th. To vote such tax on the taxable property of the district, as the meeting shall deem sufficient to purchase or lease a suitable site for a school house, and to build, hire, or purchase such school house, and to keep in repair and furnish the same with the necessary fuel and appendages.

6th. To vote a tax on the taxable property of the district, of such sum as the meeting shall deem proper, for the pay of teachers' wages in the district.

7th. To authorize and direct the sale of any school house, site or property belonging to the district, when the same shall no longer be needful for the use of the district.

8th. To impose such tax as may be necessary to discharge any debts or liabilities of the district lawfully incurred.

9th. To vote a tax not exceeding twenty dollars in any one year, for the purchase of globes, black-boards, outline maps, or any apparatus for illustrating the principles of agriculture, chemistry, or the mechanic arts.

10th. To give such direction and make such provision as may be deemed necessary in relation to the prosecution or defence of any suit or proceeding in which the district may be a party or interested.

11th. To alter, repeal and modify their proceedings, as occasion may require.

SEC. 12. Special district meetings may be called by the clerk, or in his absence by the director or treasurer, on the written request of any five legal voters of the district, and the inhabitants qualified by law to vote when lawfully assembled at a special meeting, shall have power to transact the same business, as at the first and each annual meeting, except to choose district officers and to vote a tax.

SEC. 13. Whenever the time for holding an annual meeting in any district for the election of district officers shall pass without such election being held, the clerk, or in case of his absence, either the director or treasurer last elected, within twenty days after the time of holding such meeting shall have passed, may notify a special meeting for such election in the manner prescribed in the twelfth and twenty-ninth sections of this chapter; but if such meeting shall not be notified within twenty days as aforesaid, the town superintendent may order any taxable inhabitant of such district to notify such meeting in the manner provided in this chapter for the formation of a new district; and the officers chosen at such special meeting shall hold their offices untill the time for holding the next annual meeting.

SEC. 14. No tax to be voted by a district meeting for building, hiring or purchasing a school house, shall exceed the sum of three hundred dollars, unless the town superintendent of the town in which the school house is to be situated, shall certify in writing his opinion that a larger sum ought to be raised, and shall specify the sum, in which case a sum not exceeding the sum so specified may be raised; and in districts composed of parts of several towns, the certificate of a major part of the superintendents of said towns shall be necessary for such purpose.

SEC. 15. The qualified voters, at each annual meeting, may determine the length of time a school shall be taught in their district the then ensuing year, which shall not be less than three months, and whether such school shall be taught by a male or female teacher, or both, and whether the school moneys, to which the district is entitled from the common school fund and from the town, shall be applied to the support of the summer or winter term of the school, or a certain portion to each; but if such matters shall not be determined at the annual meeting, the district board shall have power, and it shall be their duty, to determine the same.

We hope every person who reads the above will seriously reflect upon the influence he may exert in favor of education, at the District meeting. If you are *rich*, go and advocate such a tax as will ensure a good school in your District during the year. It will enhance the value of property far around it; the healthful streams of influence flowing from it, will make the neighborhood a desirable place of settlement. Indeed, *a good school pays*. If you are poor, don't vote against a school tax. As well object to having the sunlight and the air,

because they "are free." Education is the birthright of all—see that all have it.

Let all remember, that a poor school *is always a dear school.* It will not do to compare the present with the past. Do not expect to employ a teacher "for ten dollars a month, and board around." That day has passed. The mechanic who formerly received but one dollar per day, now receives two. Salaries have increased also. You *must pay* for a good school, and you can't obtain it for less than the market price. Most cheap things are spurious articles.

Do not go to the school meeting to find fault with the old officers. If a change is desirable, make it; but if they have done well, by all means retain them. They receive nothing for their services; and if they are good officers, and are willing to serve during another year, re-elect them. Such a mark of confidence from you will encourage them. Do not attend the District meeting to "lay pipe" to secure the appointment of some relative or friend as a teacher. It is always unfortunate for a teacher to have relatives or old acquaintances in the District employing him. If he is shrewd, he will hesitate about engaging to teach a school of which a relative is an officer. Besides, the school is a sacred thing—cursed be the hand that would touch it for a selfish purpose.

In short—attend the District meeting, by all means. Make an effort to induce your neighbors to do the same. See that no spirit of discord is allowed to enter; pour oil upon the troubled waters; forget all of the past, except the good; vote a liberal tax; see that the school house is in good order. If the fence and out-houses need repairing, instruct the Board to have it done immediately. See that the house is ventilated and healthy. Talk of the conditions of a good school. If you have a thought you wish to present, embody it in a resolution, so that the sense of the meeting may be ascertained, and it may serve to guide the Board. Elect men of integrity, good judgment and ability, as school officers. Let the meeting be harmonious, earnest and beneficial.

NORMAL SCHOOL OF OHIO.

We notice that this School, under the control of the Ohio Teachers' Association, is flourishing, and is realizing the hopes of its founders. The Board of Trustees comprises the following names, well known as those of laborers and eminent pioneers in the advancement of education in Ohio:

Cyrus M'Neely, Hopedale: Asa D. Lord, Columbus: John Hancock, Cincinnati; Hon. John A. Bingham, Cadiz; Lorin Andrews, Gambier; Hon. Ephraim Clark, Cadiz; Geo. K. Jenkins, Mt. Pleasant; M. F. Cowdery, Sandusky City; Ezra Cattell, Harrisville; James Taggart, Hopedale; T. W. Harvey, Massillon.

Officers of the Board.—John Ogden, President; Asa D. Lord, Secretary; Geo. K. Jenkins, Treasurer.

Instructors,—John Ogden, Principal of Normal School, and lecturer in theory and practice of teaching; Edwin Regal, Principal of Academic Department, and Teacher of Music; Betsey M. Cowles, Principal of Model School, and teacher in the Normal School; Edwin S. DeLany, teacher in the secondary department; Beattie B. DeLany, teacher in the primary department.

The Catalogue contains the names of 80 gentlemen, and 34 ladies; making an aggregate of 114 students in the Normal department.

We take much pleasure in copying the following further items of information regarding this promising institution:

History.—The history of the *M'Neely Normal School* is perhaps familiar to most of the friends of education in the State.

The necessity for the establishment of such an institution had long been felt by those who looked abroad upon the educational interests of Ohio, with a population of nearly a million children of school age, without a single institution in the State for the express purpose of fitting teachers for the fearful duties and responsibilities of regulating and training this mass of human power.

Out of this necessity, and to meet these pressing wants, sprang into existence the "M'Neely Normal School of Ohio."

It is alike the result of the benevolence and enterprise of the individual whose name it bears, and the liberality and zeal of the "Ohio State Teachers' Association," under whose auspices it has been established, and to which is entrusted its general control.

The first term, of 16 weeks, commenced Nov. 26th, 1855, and closed March 32d, 1856, with an attendance of about 70 in the two departments of the Normal School, and about 90 in the Model School.

The second term, of 12 weeks, commenced April 8th, with nearly the same number, though of a more advanced grade of pupils, nearly all being teachers, and closed June 27th. Thus far the institution seems to have met with general favor; and, under the blessing of Divine Providence, it bids fair to meet the expectations of its friends,

Organization.—The institution at present embraces two general divisions, viz., the "Normal School," and the "Model School." The first is divided into the Normal or *Professional*, and the academic department; the second, into the secondary and primary departments.

Normal Department.—This is designed *expressly* for teachers. The exercises consist, first, of thorough, practical, and *searching* reviews of the branches usually taught in common schools, high schools and academies; second, of daily lectures on the "Theory and Practice" of teaching, in which the laws of mental growth and development, and the best modes of teaching and school government, will be made special topics of investigation and study; and third, of experiments and practice in the "Model School," in which each pupil of the advanced class in the Normal department will be expected to spend from three-fourths to one hour per day, for the purpose of testing the various theories, and of acquiring that actual experience and skill, without which the best theories may be useless. Text-books on "Theory and Practice" will also be studied by this class.

Academic Department.—This department includes those who are not sufficiently advanced to enter upon the professional course, and those who may wish to pursue an academic course only. The course in this department will include the studies usually pursued in our high schools and academies; but special reference will be had to proficiency and thoroughness in the common branches.

The Model School.—This is the Village School, placed, by a vote of the district, under the control of the Normal School. It includes two departments, the primary and secondary, corresponding very nearly to these grades in our "Union Schools."

The instruction in these departments is of an experimental character, and *thorough;* the more so from the fact of its being experimental. It is conducted in part by the Normal pupils, under the eye of one of the Principals, for the express purpose of illustrating and *testing* the various modes of teaching.

Graduation.—Diplomas will be awarded to those who complete the course, or its equivalent, and who are known to have acquired skill in teaching. Certificates of proficiency will be granted to those who attend an entire term or more, and who give good evidence of ability to govern and teach.

Library and Apparatus.—The institution has a library of 1600 volumes, chiefly miscellaneous and professional works, and large additions are being made from time to time.

A very good chemical and philosophical apparatus belongs to the institution, and it is expected that this will be increased, as our necessities may require.

Terms and Vacations.—The school year consists of 40 weeks, divided into three sessions, —one of ten, one of eighteen, and one of twelve weeks. The first term of ten weeks, will open with a grand Normal Institute of two weeks, on the 25th of August next, and will close on the 31st of October.

The second term will commence November 11th, and continue eighteen weeks, with an interval of one week during the holidays; and will close March 12th, 1857.

The third term, of twelve weeks, will commence April 6th, and will close June 25th, 1857.

Literary Society.—The Lorin Andrew Society, founded at the commencement of the second session of the school, is a credit to the institution, and affords a good opportunity to young men and women to improve themselves in composition, declamation and debating.

Building and Location.—The Normal School building is a large two-storied frame building, erected in the form of an Egyptian cross, located in one of the most beautiful, picturesque, and healthy rural districts in Ohio. It will accommodate some 300 pupils. The village of Hopedale, in which it is located, is a town of some 150 or 200 inhabitants, of the most quiet and orderly character. It is situated 2½ miles from the Steubenville and Indiana Railroad, 18 miles from Steubenville, 24 from Wheeling, —with which it is connected by a plank road, —and 8 from Cadiz; hence easy of access from most parts of the State.

Pomphrey Hall.—A neat and commodious boarding hall has been erected, within a short distance of the Normal School building, at an expense of some $5000, with a design, on the part of its generous proprietor, Mrs. Eliza Hogg, of Cadiz, to furnish board to young ladies at the very lowest possible rates. It will accommodate some 30 or 40 pupils.

TEACHERS' INSTITUTES.

All acquainted with the history of educational progress for the last twenty years, know how much is due to Teachers' Institutes. We would urge friends of education to exert themselves to have them held in all parts of the State. The teachers ought to assemble, study the best methods of teaching, discuss educational topics and feel that interest, that enthusiasm, so essential to a proper performance of duty. School Boards will do well to encourage teachers to attend the Institute by every practicable means. We subjoin a programme of a Teachers' Institute, which may be altered as circumstances may require.

We would remark however, that it will be well to appoint a Chairman, a Secretary and a Finance Committee, previous to adopting a programme. We could also suggest that the

arrangement of the programme be left to the Conductor, who should be an experienced teacher. The following programme contemplates a session of five days.

Monday, P. M.—At 2 o'clock, Devotional Exercises; from 2: 12 to 3, Familiar Address from the Conductor; from 3: 10 to 4, Arithmetic; from 4: 10 to 5, Elocutionary Drill.

Tuesday, A. M.—At 9 o'clock, Roll, Devotional Exercises; from 9: 12 to 10, Elocutionary Drill; from 10: 10 to 11: Arithmetic; from 11: 10 to 12, Geography. P. M.—At 2 o'clock, Roll, Singing; from 2: 12 to 3, Grammar; from 3: 10 to 4, Arithmetic; from 4: 10 to 5, Reading.

Wednesday, A. M.—At 9 o'clock, Roll, Devotional Exercises; from 9: 12 to 10, Elocutionary Drill; from 10: 10 to 11, Arithmetic; from 11: 10 to 12, Geography. P. M.—At 2 o'clock, Roll, Singing; from 2: 12 to 3, Grammar; from 3: 10 to 4, Arithmetic; from 4; 10 to 5, Reading.

Thursday, A. M.—At 9 o'clock, Roll, Devotional Exercises; from 9: 12 to 10, Elocutionary Drill; from 10: 10 to 11, Grammar; from 11: 10 to 12, Geography. P. M.—At 2 o'clock, Roll, Singing; from 2: 12 to 3, Spelling; from 3: 10 to 4, Grammar; from 4: 10 to 5, Reading.

Friday, A. M.—At 9 o'clock, Roll, Devotional Exercises; from 9: 12 to 10, Elocutionary Drill: from 10: 10 to 11, Grammar; from 11: 10 to 12, Geography. P. M.—At 2 o'clock, Roll, Singing; from 2: 12 to 3, Writing; from 3: 10 to 4, Arithmetic; from 4: 10 to 5, Reading.

Saturday, A. M.—At 9 o'clock, Roll, Devotional Exercises; from 9: 12 to 10, Grammar; from 10: 10 to 11, History; from 11: 10 to 12, Miscellaneous Exercises.

A Lecture each evening, from 7 o'clock to 8; and from 8 to 9, Discussions.

THE STATE ASSOCIATION.

None left empty-handed. Good was done. Fires were kindled. He who came care-worn and dispirited, returned brave, and kind and hopeful. He had caught a glimpse of the broadness, and the deepness, and the unfathomable richness of this begrimed and injured thing, Humanity.

The Convention had excellent tough Building Brawn. Friends of Education if you encounter opposition in the erection of Common School temples, invite the Convention to hold an annual meeting at your place, if it dont strengthen the feeble knees of taxation, if it dont revolutionize public sentiment—crawl into the iron cage of Despair.

The Convention was a good Oculist. It skimmed a scale off the eye with surprising facility. It snapped out a beam or a mote as if it were boys' play. Certain eyes, affected with a squinting towards conceitedness, lost much of their obliquity. Certain eyes too that couldn't, without discoloring goggles, see by any body else's lights, renewed their strength.

The Convention did good grind-stone work. It pointed Effort. It whetted ambition. It gave the good blade of Forensic ability a hair splitting nicety. It gave an edge and brilliancy to Purpose and generous Impulse. The weapons of school government, kindness, taste, industry, energy, ingenuity were taken down examined, polished, tempered.

Teachers of Wisconsin, say to your State Association: Live forever! In it is a fountain of Unction and Power free to all. Attend it.—Better is it for Courage and Vim than to feed on gun-powder. Let it be your Mecca. Let *it* be *your* Thanksgiving day, wherein the *soul* may delight itself in fatness.

What a Yalensian said to their Allumni meeting may be said more abundantly of our annual gathering: who goes there gets greased and will run smoother for a year. D. J. H.

KINDNESS IN THE SCHOOL ROOM.

To hope in the Rod is savage. To exchange the Rod for Ridicule is to take king Stork for king Log. To reserve the Rod only to be used as an act of genuine philanthropy is wise—*that* makes the Rod like Aaron's, to blossom.

Kindness is seldom a matter of unmitigated sweetness. Genuine kindness is genuine philanthropy, and genuine philanthropy, like genuine therapeutics, must, occasionally, try actual cautery. There is a Pill kindness and a Plum Pudding kindness, neither is just the thing to fill a school room with bee-hive pleasantness—both have much wax, little bee-bread and less honey.

There is a kindness in genuine deeds and a kindness in glowing words—one is the kindness of love, the other the kindness of eloquence, the latter often abuses, the former is often abused.

My subject is on the wing, it skips from scene to scene. Sympathy kindness I take to be

different from Pill kindness or Plum Pudding kindness; different from Love kindness or Eloquence kindness—*it* never wastes its fragrance on the desert air. Somebody about something is always by to snuff it greedily and cheerily. But, look out, the kindness of sympathy has a bad neighbor Puling Sentimentality.

D. J. H.

☞ We have received CORNEL'S HIGH SCHOOL GEOGRAPHY; DAVIES' UNIVERSITY ARITHMETIC; SANDERS' HIGH SCHOOL READER; and LOOMIS' GEOLOGY, which we hope to notice particularly in a future number.

ITEMS.

☞ THE *Evergreen City Times* contains an account of a pleasant *School Pic-nic*, at *Gibbsville*, Miss S. MCCOLLOM, Teacher. The exercises were composition, declamation, diplogues. and *pic-nicing*. About 200 persons were in attendance, and the occasion seems to have been interesting and profitable. Rev. P. WORK, of Sheboygan, addressed the people in an appropriate manner. Remarks were also made by others.

☞ THE *Whitewater Gazette* speaks approvingly of the Public School of Whitewater. Mr. HENDRICKSON, Principal. The school closed on the 15th ult., with appropriate exercises, consisting of composition, declamation, a chapter of Chronicles, Music, &c. The *Gazette* remarks, that "the school throughout has been under a course of good training and efficient tuition."

☞ THE Executive Committee of the Board of Agriculture of Illinois have offered a premium for the best model of a High School house. This we regard as a step forward.—Would it not be well for our Agricultural Society to direct attention to this subject?

☞ HON. EDWARD EVERETT, has donated five hundred dollars to the School Committee of Dorchester, his native town, for the purpose of purchasing a library for the High School.

☞ RICHARD S. WILLIS is to deliver a course of lectures on Music before the Board of Education of the city of New York. The Teachers of the Public Schools are invited to be present.

MILTON ACADEMY.—This Academy, under the charge of A. C. SPICER, A. M., is occupying an important position in our State. The Board of Instruction consists of A. C. SPICER, Principal and Professor of Mathematics and Natural Sciences; Rev, M. MONTAGUE. Professor of Languages; Mrs. S. M. SPICER, Preceptress and Teacher of Modern Languages; Mrs. R. H. WHITFORD, Teacher of Painting; Miss S. E. SHIPPY, Teacher of Music; Miss E. E. CURTISS, Assistant.

The number in attendance, during the year, was 212. With a healthy location, an able corps of Teachers, moderate expenses, and good regulations, we feel confident that this Institution must be prosperous as well as useful.

☞ WE understand that a Female Seminary will be opened at Madison, under the charge of Mr. J. C. PICKARD, formerly of Jacksonville, Ill.

☞ MR. D. J. HOLMES has resigned the Principalship of the Third Ward School, in this city. Mr. Holmes has shown rare ability as a teacher, and will command success. The best wishes of all the teachers associated with him will accompany him.

☞ MR. HOPKINS has been appointed Principal of the Union School of Beloit.

☞ WE understand that the following Petition is in circulation, and that it will be presented to the next Legislature:

"*To the Honorable Senate and Assembly of the State of Wisconsin:*

"The undersigned, citizens and legal voters of the town of in the county of , Wis., pray your honorable body to pass a law by which the funds of the State University shall be equitably distributed among the several chartered Colleges and Universities of the State, making them branches of the State Institution, so far that according to the number of students in each of them having a certain grade of attainments, they may share equally in that noble endowment provided for the education of the youth of Wisconsin.

"And as in duty bound, your petitioners will ever pray."

☞ MR. PEET, lately of Amherst College, has been appointed Principal of the Union School, in Oshkosh.

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME I.—OCTOBER, 1856.—NUMBER VIII.

[Translated from the German.]

HOW CAN THE TEACHER BEST MAKE HIS OCCUPATION CONDUCE TO HIS OWN PROGRESS IN SELF-IMPROVEMENT?

In answer to this question we give the following brief rules:

1st. Study the subject you are to teach thoroughly, in all its parts and in all its bearings.

2d. Take as a guide in your teaching some good printed manual, but use it only in proper time and proper manner, and *never* while you are giving instruction.*

3d. Accustom yourself to a thorough and exhaustive preparation for every single exercise and every single lesson you give.

4th. Enter in a book all the experiences, reflections, and noteworthy observations you have occasion to make during your lessons.

5th. As soon as you have thoroughly mastered the text-book or manual you have adopted as a guide, study other manuals and works which treat of the same subject.

6th. Endeavor to arrange a course of study which shall exactly correspond to the wants of your particular pupils.

7th. Study constantly such general works on the subject of education as you can command, pedagogic, didactic, on methods logical and psychological, by means of which your mind can ripen into clearer views, and discover better methods of practising your profession.

These rules all spring from the idea that the success of the teacher in his school results mainly from his intimate knowledge of the subjects he is to teach, and from the gradual and never-ceasing development of that knowledge, and all its accompanying relations in his mind. It is for this reason we require of him from the beginning the most intimate acquaintance with every subject he is to teach. In the next place we have counselled him to take printed manuals for his guides, because time, if nothing else, is usually wanting to most beginners for the elaboration and publication of his own

* We suppose this to refer to a class of books very common in Germany, but little known here, which combine a general treatise on the subject of education, with minute directions for instruction in particular departments. Of these there is a great variety, often constructed upon very different principles, and laying out very different courses of study.

guide.* Moreover, it is to be presumed that many guides already printed have a greater value than the unripe products of a beginner. To lay out a practical course of instruction of very moderate limits, is in no department a very easy work.—Only the maturest and wisest teachers are truly competent for it. I am therefore by no means of opinion that a young teacher is best able to lay out his own courses of instruction; though I would not have him all his life-long slavishly bind himself to a guide. Only let him choose and follow one in the beginning. The eclecticism which strives to choose the best parts of all that are known, commonly destroys all unity, and hinders all steady progress. It is far better to follow steadily even a one-sided plan, than to have none at all, and only be guided by the supposed temporary wants of one's scholars, or even by one's temporary whims and caprices. I have known young teachers who thought they selected the best parts of many plans, but generally nothing came of it.

I therefore lay great stress upon choosing out and following some good guide to a course of study. Yet the best guide that can be taken seldom suits in every particular the special case and particular school in which it is to be used. Such a universally applicable course of instruction has never been made out, and never can be. Every writer starts from certain given premises, and certain given relations of the schools and teachers for which he writes, and belongs himself to Time, which never stands still, and is in eternal development. Every individual too has his peculiarities, and how can it be expected that a guide can be composed which shall admit of no change and no improvement? Therefore no book whatever can take the place of the teacher's own reason and understanding, and every writer on education must demand of his reader that he use his work with thoughtful freedom, and make all changes, whether of omission, addition, or alteration, necessary to adapt it to the particular case.

And gradually to qualify the teacher for the performance of this duty, I require of him a conscientious preparation of every single lesson, attentive observation during its continuance, and a careful registering of his observations afterwards. In such a way the teacher can attain to such maturity, that he can either dispense with his guide altogether, or make one for himself more closely adapted to his own wants and circumstances. But that he may, during the lesson, apply his whole attention freely to his pupils, I require that he make *no* use of guide or text-book during his recitations. Teachers should instruct, not out of books, but from their own heads. The true manual for the scholar is the teacher's own thoughtful brain, which, with independent mastery of the subject, gives to each pupil just what that pupil needs, milk to one and meat to another. The teacher must, if we may be allowed the comparison, understand the art of cookery. The material from which the food is prepared is everywhere the same; but the preparation of it to suit the varying appetite and digestive powers of his charge is *his* duty, and no one else can do it for him. A good guide points the way to it, or at best fits the relations and circumstances of most common occurrence, but can never take the place of the teacher's own judgment and reflection. In the better Normal Schools, therefore, teachers are accustomed from

* This is curiously illustrative of the fact that in Germany, a nation of writers, almost every schoolmaster of any note makes and prints school books and guides of his own.

the beginning to teach from their own heads, and not from text-books; the contrary is not and ought not to be permitted. It is a slavish dependence in a teacher, when he everywhere needs a book. He cannot then give his undivided attention to his pupils; and cramped in the strait-waistcoat of a manual, free mental activity becomes impossible. Away, then, with books from the hands of teachers in recitation time. At home let them study them carefully, but before their scholars let them labor with free and independent spirit. Of course the rule cannot apply to all recitations, but let it be enforced wherever possible, and for all lessons, without exception, let there be required of the teacher a complete mastery of the whole subject-matter. It is to accomplish this, that we give the rule that after having mastered the particular manual he has chosen, he should consult other works which treat of the same subject, and that he should seek constantly to attain to a higher degree of theoretical insight and of practical skill, by the study of the best books which treat of his profession. If the teacher by constant repetition of his manual has made it entirely his own, he will no longer need a special preparation in it for every lesson; but the need of extending his views and refreshing his spirit never ceases. The last necessity rather increases with years, and from the difficulty of satisfying the want, we must explain the frequent fact that so many teachers gradually lose their early zeal, and finally, perhaps, sink into a dull routine. It lies in the nature of earnest spirits to teach with extraordinary zeal those subjects which they have not yet fully mastered. But as soon as they have succeeded in this, their inclination ceases and their zeal grows cold. The charm of novelty disappears, and their spirit of inquiry is satisfied. If, therefore, the zeal of a young teacher proceeds chiefly from the satisfaction he finds in completing his knowledge of a subject not yet wholly mastered, *and not from love of teaching itself*, it may with certainty be expected that this zeal will gradually cool. The true zeal which will not disappear must spring from love of teaching itself, from interest in the development of youthful minds. And then it will be a matter of comparative indifference to the teacher what it is that is given him to teach. But yet, that he may retain a fresh interest in material which he has always before him,—for what earnest man does not feel the need of enlarging his views and refreshing his spirit amidst the constant recurrence of the same objects, and a life-long occupation with the same particulars? let him study constantly the writings of other men upon the subjects which he teaches. If refreshment is not to be found in novelty of material, then let him seek it in multiplicity of views and variety of treatment. It is just this that characterizes the accomplished teacher, that he understands how to treat the same subject in the greatest variety of ways; and herein lies an advantage of public schools over all private teaching, that it teaches how to consider the same subject from different points of view, and after the peculiar manner of a great variety of differing minds.

Finally, the teacher must constantly strive for an increase of his didactic insight and capability. The essence of culture lies far more in generality and breadth of view, than in the mass of knowledge.* Therefore let every one

* We would not be understood to mean that the essence of culture lies in a knowledge of general laws and abstract rules without also a knowledge of concrete particulars; for the first rest upon the second, and are hollow and empty without them. First and foremost must

study, besides the writings upon single departments, works also which are occupied with the investigation and development of the general subject of education. Of special influence in the culture of the teacher is an intimate acquaintance with psychology and logic. For psychology, or rather anthropology, is the fundamental science of pedagogy, without which the latter can find no permanent foundation. But logic discloses the organization of the knowing faculty, whose development is the chief business of the teacher. We do not mean by logic the mere mastery of the abstract formulas of dry compendiums, but a living comprehension of the forms of the thinking spirit, and a living intuition of the functions of the intellect in all the phenomena of its activity. If the teacher combine in this way the thorough mastery of single departments with the study of the general subject, he will attain at last to that ripeness of culture which will make him a master of his profession.—*Mass. Teacher.*

THE "OUNCE OF PREVENTION."—Two facts, stated by Mr. C. L. Brace, at the late anniversary of the Children's Aid Society, claim universal notice at the hands of the press. *Fact the first:*—To take a little beggar boy out of the streets, keep him a year at an industrial school, supplying him with a dinner daily, and clothes occasionally, and then get him a safe, good place in the country, costs about fifteen dollars. *Fact the Second:* To arrest a boy for a criminal offence, keep him in the Tombs, try him, confine him a year in the House of Refuge, and apprentice him afterward, costs about two hundred dollars! Is it not true, that an ounce of prevention is worth a pound of cure? Bear in mind, also, that confinement in the House of Refuge is a disgrace; the boy may do well in after life, but he has a secret lodged in his heart which he carries with him in fear to his grave.—*N. H. Phenix.*

EDUCATE THE WHOLE MAN.—Everybody should have his head, heart and hand educated. By the proper education of his hand, he will be enabled to supply his wants, to add to his comfort, and to assist those around him. The highest object is of great value—everything that hinders us is comparatively worthless. When wisdom reigns in the head, and love in the heart, the man is ever ready to do good; order and peace reign around him, and sin and sorrow are almost unknown.

DECISION AND TRUTH.—Whatever you think proper to grant a child, let it be granted at the first word, without entreaty or prayer; and above all without making any conditions. Grant with pleasure, but let your refusal be irrevocable; let no importunity shake your resolution, let the positive "no," when once pronounced, be a wall of brass, which a child, after he has tried his strength against it once, shall never more endeavor to shake.

INDOLENCE leaves the door of the soul unlocked, and thieves and robbers go in and spoil it of its treasures.

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come the knowledge of individual facts, but we must not rest satisfied with them, but strive to rise to a knowledge of the general laws that underlie them. "The more minute he is, the better he will succeed," says an experienced French pedagogue of the elementary teacher; and it is true of *all* teachers. The abstract University method is the ruin of teachers who pass from college halls into the schoolroom.—They try to teach from above downward, instead of developing from below upward and outward. By general views, therefore, we understand anything rather than empty abstractions and artificial systems.

HOW TO BUY A HOUSE.

"I tell you, my dear, it is utterly impossible! Save three hundred dollars a year out of my salary? You don't understand it," said Charles Converse to his young wife.

"Perhaps I do not," replied Mrs. Converse, "but my opinion is very decided."

"Women don't understand these things. You think my salary of eight hundred dollars a year a fortune."

"No such thing, Charles."

"But eight hundred dollars, let me tell you, wont buy all the world."

"I had no idea that it would; yet, if you only had the habit of saving what you spend for things that you can get along without, you would be able to build a house in a few years."

"Build a house?"

"Yes, build a house, Charles."

"Well, that's a good one!"

The young man laughed heartily at the idea—too chimerical, too absurd, to be harbored for a moment.

"How much do you suppose it cost us to live last year?"

"Why, eight hundred dollars, of course. It took all my salary; there is none of it left."

The young wife smiled mischievously as she took from her work-table drawer a small account book.

"You did not know that I kept account of all these things, did you?"

"No, but how much is it?" And Charles was a little disturbed by the cool way in which his wife proceeded to argue the question.

"Four hundred and ninety-two dollars," answered Mrs. Converse.

"Oh, but, my dear, you have not got half of it down."

"Yes, I have—everything."

"My tailor's bill was sixty-five dollars."

"I have it here."

"Hats, Boots, and ——"

"I have them all."

"You have indeed!"

"When you had any new thing, you know I always asked you what you gave for it."

"I know you did, but I will bet five dollars I can name a dozen things that you have not got down."

"Done!" said the lady, with a laugh, as she took from her drawer a five-dollar bill, and placed it on the table.

Charles Converse covered the money.

"Capital idea for you to bet against me with my money!" said he good-humoredly.

"If I lose, I will do without that new barege I am to have."

"Nay, my dear, I don't want you to do that."

"But go on."

"Pew-rent, six dollars," said the husband promptly.

"Here it is," answered she, pointing to the entry in the book. Try again."

"Season ticket on the railroad, twenty."

"I have it."

"Sawing the wood."

"Entered."

Charles reflected a moment; the case began to look desperate.

"New linings for the cooking-stove."

"Here—two dollars."

"Cleaning the clock."

"One dollar—here it is."

Mr. Converse began to look hopeless.

"My taxes."

"Well, I have not got that."

But that was the only thing he could mention of these necessary expenses that was not found to be regularly entered on his wife's book. Still, Mr. Converse was not satisfied.

"Your figures cannot be correct, Mary." said he.

"Why not?"

"My salary is all used up, and you can account for only four hundred and ninety-two dollars of it."

"You must explain the balance."

"I! Why, Mary, I have not been extravagant. It is true, I buy a great many little things in the course of the year, but they are hardly worth the mention."

"Ah! there's the mischief. That is where the money goes, you may depend upon it."

"Nonsense! You women don't understand these things."

"Of course we don't!"

"Well, your figures show that you don't. Where have the three hundred dollars gone to, then?"

"I don't know, Charley. I haven't the least idea. I am sure that I have got down all the items that came within my knowledge. I am positive that you have brought home no article of any description that has not been entered upon the book—I mean the articles of food and clothing, and things for the house."

"But just look at it a moment. You don't mean to say that I have spent three hundred dollars over and above our necessary expenses?" said Charles, a little warmly.

"I don't mean to say anything about it, for I don't know anything about it."

"Now I think of it, there's my life insurance; have you got that down?"

"I have not."

"There is forty of the three hundred."

"But it leaves two hundred and sixty-eight dollars unaccounted for."

"It would take a great while to collect money enough to build a house, even if the whole of this sum were saved."

"Not a great while, Charles. You know my father has promised to give you the land when you have the means to build a house upon it."

"It will be a long while," laughed the husband.

"Five or six years, perhaps, if you are prudent. Hasn't the President of your Bank promised you a thousand dollars a year?"

"Yes."

"Then you can certainly save four hundred dollars a year."

"There are a thousand things we want when my salary is raised."

"But we can do without them."

"I suppose we can."

"Just look here, Charles."

Mrs. Converse took from her pocket a circular, issued by the "People's Savings Bank," in which the accumulation of several small sums, deposited weekly and quarterly, were arranged in a table.

"Fifty dollars deposited every quarter will net in five years, one thousand one hundred and forty-one dollars twenty-five cents!" continued she, reading from the circular.

"Bah!" added Mr. Converse.

"That sum would build a very comfortable house; and when your salary is a thousand dollars a year, you can save more than fifty dollars a quarter."

"A five cent institution, isn't it?" asked the young man.

But he was much impressed by the reasoning of his wife, and in the course of the evening he carefully read the circular of the "People's Savings Bank."

Certainly he had every inducement for being saving and economical. He had lived very cheaply in a small house belonging to his father-in-law, for which he paid a merely nominal rent.

His wife's father was a wealthy farmer, or rather he had been a farmer, be-

fore his domain was invaded by the march of improvement, and his pastures and mowing lots laid out into house lots. As it was, he still, from the force of habit, improved a few acres, kept a couple of cows, a "henery," and half a dozen pigs.

Charles Converse found this proximity to the "old folks at home," rather satisfactory, in a pecuniary as well as a social point of view, for his larder was partly stocked from the farm; and, of course, no account was ever made of half a pig, a barrel of apples or potatoes, or a pair of chickens. Milk and eggs were so much better and fresher from "pa's," that of course the young couple never desired to obtain them from any other source.

They lived cheaply, and lived in clover besides. Charles never liked to talk about financial matters with "pa," because the worthy old gentleman used to tell how he lived on a hundred and fifty dollars a year after he was married—thought he had a fat salary, and supposed, of course, he saved four hundred dollars a year out of it—and always wound up by saying that he would give him a lot—might take his pick of all he owned—whenever he got ready to build.

All these things rather worked upon Charles Converse. He hadn't saved a dollar, and what was more, there was no present prospect that he ever would do so. The promised advance in salary was already appropriated to sundry luxuries. The idea of taking Mary to the opera, or a pleasant trip to Niagara, and other amiabilities, had taken possession of him.

But the reasoning of his wife had produced a strong impression upon his mind. She had been brought up in the strictest habits of economy. Her father, though rich, had an army of children; but they were all wealthy in their thrifty habits.

Charles read over and over the circular of the Savings Bank in the evening, figured up the statistics, and wondered what had become of that two hundred and sixty-eight dollars.

Before he went to bed he had matured a resolution, though he did not say a word to his wife about it.

The next day Charles Converse received a quarter's salary, and his first step, after receiving it, was to visit the People's Savings Bank, where he deposited fifty dollars.

But the hundred and fifty dollars which he had left, burned in his pockets. It was all he had to carry him through the ensuing three months. There was a dozen little things that he wanted, and a dozen big ones, for that matter. Against the latter he resolutely set his face, though in consideration of the fact that his salary would be a thousand dollars a year, after the next pay-day, he had a week before made up his mind to have them.

Among other things, his cigar case was empty, and he stepped into a cigar-shop to have it replenished. Cigars were a great luxury—in fact, a necessity to him, in his own opinion.

The proprietor of the establishment placed a box of the fragrant rolls upon the counter.

"Something new," said he.

Charles took up a handful and smelt them.

"Best cigars in the market," continued the vender.

"Tip-top," replied Charles, inhaling the grateful odor.

"How do you sell them?"

"Four cents apiece."

Six of them were transferred to the case, a quarter of a dollar thrown down, and, as it was not magnanimous to pick up a copper's change, he left the store. But

then a little fellow inside seemed to say, "Charley, you can't afford to smoke such cigars as those. They will hardly last you two days. If you must smoke, buy a cheaper cigar than that. You will not be able to build your house in ten years at this rate."

He did not pay much attention to the monitorial voice, however, and as he passed along he drank a sherry cobbler himself, and paid for three friends, whom he could not help asking to drink with him.

At the Confectioner's a Charlotte Russe was disposed of, and so on to the end of the chapter. And these were his daily habits. It was only a six-pence or a quarter at time, and these were so ridiculously small, that they never caused him a thought. The idea that they absorded any considerable portion of his salary, never occurred to him. He always gratified his appetite or inclination in these matters, and they had come to be regarded as necessities.

Still, Charles Converse had turned over a new leaf. He refrained from purchasing a great many articles which he had intended to get when he received his quarter's salary, and as he seated himself in the cars, he congratulated himself on the firmness with which he had carried out the resolution of the previous evening.

"You are late, Charles," said Mary, when he reached his sunny little cottage.

"I have been paying my quarter bills," replied he, with a smile. "Here they are my sweet accountant."

He threw the bills upon the table, and while she was examining them, he threw his bank-book in her face.

"What!" exclaimed she, in astonishment, as she saw the book. "Fifty dollars!"

"Yes, my dear, female influence—the influence of a wife,"—and the husband playfully kissed her. "I am convinced of sin, and converted too, which is better still. I am resolved to be prudent, economical, saving, even parsimonious."

"I am glad to hear it."

"And the house will be built in just five years, according to the programme of the Savings Bank."

As he spoke, he took from his pockets three of the city evening papers.

"Not quite cured, Charles," said Mary with a smile.

"What do you mean?"

"*Journal*, *Transcript*, and *Traveller*, two cents each," laughed Mary. "You are determined the publishers shall live."

"Why, Mary, you wouldn't have me live without a newspaper, would you? That would be a depth of barbarism to which I would never descend," replied Charles, with a look of astonishment at the interesting mentor.

"Certainly not; but is not one paper a day enough?"

"That's but a trifle."

"The rain falls in drops, but washes the whole earth. Four cents a day for a year, amounts to about twelve dollars."

Charles scratched his head. It was a most astounding revelation to him.

"You are right, Mary; one paper is enough."

Charles ate his supper, but was moody and abstracted. A new idea was penetrating his brain, which, he began to think, had been rather muddy on financial affairs.

As he rose from the table, he took out his cigar case, and as he did so, the little fellow within, who had spoken to him when he came out of the cigar shop, began to upbraid him pretty sharply. He burned his fingers in attempting to light

the fragrant roll, and then relapsed into a fit of deep musing.

"Eh? Oh, I was thinking how much twelve times three hundred and sixty-five are."

"Twelve means twelve cents, I suppose?" said she, performing the problem on the margin of the newspapers.—"Here it is—forty-three dollars and eighty cents."

"For cigars," added he, blankly.

"Which added to the sum paid for superfluous newspapers, makes fifty-six dollars and twenty-eight cents."

"And twenty for shaving, which I may do myself, are seventy-six dollars and twenty eight-cents," continued he, taking the pencil and ciphering away with all his might for a few moments.

"*Gleason's Pictorial, Home Journal, Saturday Courier*, and our county paper," exclaimed Charles, looking with amazement into the face of his wife.

"I don't want you to do without that," said his wife.

"Sherry cobblers, ice creams, and oysters, over a hundred dollars," continued he, turning to his figures again.

"Indeed!"

"I begin to see where the two hundred and sixty-eight dollars have gone to," said he.

"And sherry cobblers are worse than useless. I had no idea you *drank*, Charles."

"Say no more, Mary, I am done."

And he was done. The idea of "saving up" something took complete possession of him—not so far as to make him niggardly—but far enough to make him abandon the four-cent cigars, three evening papers, the confectioner's compounds, and especially sherry cobblers.

On the next quarter day one hundred dollars was added to his deposit at the Saving's Bank, and as his habits improved afterward, and his salary still further increased, much greater sums were added.

In four years the house was built, new furniture bought and paid for, and Charles is considered one of the most thrifty young men in the town—all of which propitious events, we honestly believe, had their origin in the beneficent influence of the Saving's Bank, whose circular had opened his eyes and stimulated him to carry out his resolution.—*Boston Jour.*

CHANGES IN ORTHOGRAPHY.

The following specimens of the Lord's Prayer, in the style in use at various periods, will exhibit the changes which our vernacular has undergone since its formation, six centuries ago:

A. D. 1300.—Fadir our in hevene, Halewyd by thi name, thi kingdom come, Thi wille be don as in hevene and in erthe, Oure urche dayes bred give us to day.—And forgive us oure dettes, as we forgive our dettoures, And lede us not into temptation, Bote delyvere us of yvel.—Amen.

A. D. 1380.—Oure fadir that art in heunes hallowid be thi name, thi kingdome come to, be thi wille don in erthe as in heune, geve to us this day our breed *oure other substaunce*, forgeue to us our dettis as we forgouen to our dettouris, lede us not into temptation; but delyuer us from yeul. Amen.

A. D. 1534.—O oure father which arte in heven hallowed be thy name. Let thy kingdome come. Thy wyall be fulfilled as well in earth as it ys in heven. Geve vs this daye our dayly breede.—And forgeve vs oure trespases, even as we forgeve our trespacers. And leade vs not into temptacioun; but delyver vs

from evell. For thyne is the kingdome and the power and the glorye for ever.—Amen.

A. D. 1582.—Ovr father which art in heauen, sanctified be thy name. Let thy kingdom come. Thy will be done, as in heaven, in earth also. Giue vs to day our super-substantial bread. And forgiue vs our dettes, as we also forgiue our detters. And lead vs not into temptation. But delieur us from evil. Amen.

A. D. 1611.—Our father which art in heauen, hallowed be thy Name. Thy kingdome come. Thy will be done, as in heauen. Giue vs this day our dayly bread. And forgiue vs our debts as we forgiue our debtors. And lede vs not into temptation, but deliuer vs from euil. For thine is the kingdome, and the power, and the glory for euer. Amen.

[From Punch.]

THE NIGHTINGALE'S RETURN.

Most blessed things come silently, and silently depart;
Noiseless steals spring-time on the year, and comfort on the heart;
And still, and light, and gentle, like a dew, the rain must be,
To quicken seed in furrow and blossom upon tree.

Nile has its foaming rapids, freshets from mountain snows;
But where his stream breeds fruitfulness, serene and calm it flows;
And when he over-brims, to cheer his banks on either side,
You scarce can mark, so gradual, the swelling of his tide.

The wings of angels make no stir, as they ply their works of love;
But by the balm they shed around, we know them that they move.
God spake not in the thunder, nor the mighty rushing blast;
His utterance was in the still small voice, that came at last.

So she, our sweet Saint Florence, modest, and still, and calm,
With no parade of martyr's cross, no pomp of martyr's palm,
To the place of plague and famine, foulness, and wounds and pain,
Went out upon her gracious toil, and so returns again.

No shouting crowds about her path, no multitudes' hot breath,
To feed with wind of vanity the doubtful fires of faith;
Her paths by hands official all unsmoothed, her aims decried
By the Levites who, when need was, passed on the other side.

When titles, pensions, orders, with random hand are showered,
'Tis well that, save with blessings, she still should walk undowered,
What title like her own sweet name, with the music all its own?
What order like the halo by her good deeds round her thrown?

Like her own bird—all voiceless while the daylight songsters trill,
Sweet singer in the darkness when all songs else are still—
She on that night of suffering that chilled other hearts to stone,
Came with soft step and gentle speech, yet wise and firm of tone.

Think of the prayers for her, that to the praying heart came back,
In rain of blessings, seeming still to spring upon her track:
The comfort of her graciousness to those whose road to death
Was dark and doubtful, till she showed the light of love and faith.

Then leave her to the quiet she has chosen: she demands
No greeting from our brazen throats and vulgar clapping hands.
Leave her to the still comfort the saints know that have striven.
What are our earthly honors? Her honors are in heaven.

"GO FEEL WHAT I HAVE FELT."

[A young lady who was told that she was a monomaniac in her hatred to alcoholic drinks, wrote the following touching and sensible verses, which were first published in the *Christian Advocate and Journal.*]

Go, feel what I have felt,
Go, bear what I have borne;
Sink 'neath a blow a father dealt,
And the cold, proud world's scorn.
Thus struggle on from year to year,
Thy sole relief—the scalding tear.

Go, weep as I have wept,
O'er a loved father's fall;
See every cherished promise swept—
Youth's sweetness turned to gall;
Hope's faded flowers strewed all the way
That led me up to woman's day.

Go, kneel as I have knelt;
Implore, beseech and pray;
Strive the besotted heart to melt,
The downward course to stay;—
Be cast with bitter curse aside—
Thy prayers burlesqued, thy tears defied.

Go, stand where I have stood,
And see the strong man bow;
With gnashing teeth, lips bathed in blood,
And cold and livid brow;
Go catch his wandering glance and see
There mirrored, his soul's misery.

Go, hear what I have heard—
The sobs of sad despair—
As memory's feeling fount hath stirred,
And its revealings there
Have told him what he might have been,
Had he the drunkard's fate foreseen.

Go to my mother's side,
And her crushed spirit cheer—
Thine own deep anguish hide
Wipe from her cheek the tear,
Mark her dimmed eye—her furrowed brow;
The gray that streaks her dark hair now—
Her toil worn frame—her trembling limbs—
And trace the ruin back to him
Whose plighted faith, in early youth,
Promised eternal love and truth;
But who, forsworn, hath yielded up
This promise to the deadly cup;
And led her down from love and light,
From all that made her pathway bright,
And chained her there 'mid want and strife,
That lowly thing—a drunkard's wife!
And stamped on childhood's brow, so mild,
That withering blight—a drunkard's child!

Go, hear, and see, and feel and know,
All that my soul hath felt and known,
Then look within the wine-cup's glow—
See if its brightness can atone;
Think if its flavor you would try,
If all proclaimed, 'Tis drink and die.

Tell me I hate the bowl—
Hate its feeble word—
I loathe, abhor—my very soul,
By strong disgust is stirred
Whene'er I see, or hear, or tell
Of the DARK BEVERAGE OF HELL!!

Of white persons in Virginia, between the ages of five and twenty, there are 379,845. Of this number there are at school or college only about 111,327, leaving as *attending no school of any kind*, 268,518; that is, for every young person in the State, between five and twenty years of age, receiving any instruction, there are two others who receive none! In other words, two-thirds of that portion of the population of Virginia, who are to become citizens within the next fifteen years, are, in these most precious years of their history, going wholly untaught. We stop not to comment on the almost total worthlessness of much of the *instruction* imparted to the one-third who receive any.—*N. Y. Evangelist.*

The Salaries of the teachers of the High Schools of Boston are fixed at $2400, with an annual increase of $100 till they amount to $2,800, and the sub-masters at $1,600 with the same increase till they amount to $2,000.

For the Journal of Education.

EDUCATIONAL CONVENTION.

In pursuance of a previous call, the first semi-annual meeting of the Columbia County Teacher's Association was held in a beautiful grove near the village of Inch, on Tuesday, the 9th day of September, inst,, at 10 o'clock, A. M., in conjunction (the first day) with a school celebration by the people of Dekorra and vicinity.

The Association was called to order by John Dean, Esq., of Portage City, President, Geo. H. Hurd, Secretary, being absent. L. H. Smith, of Arlington, was chosen Secretary *pro tem.*

The President gave a brief history of the organization of the Association, and stated the objects of the Convention; after which a beautiful hymn for the occasion, was sung by the Teachers and schools of Dekorra. Prayer was then offered by Rev. J. B. Rogers, of Portage City. Singing by the Teachers and Schools.

The Hon. A. C. Barry, State Superintendent of Public Instruction, not having arrived, the opening address was delivered by John Dean, Esq. Subject: History of our Common Schools.

On motion, Convention adjourned for one hour.

AFTERNOON SESSION.

Opening address by J. A. Burt, Esq., Teacher of Portage City. Subject: Discipline of Youth.

Mr. Burt was followed by an address from Rev. J. B. Rogers, on the Religious and Moral character of our Schools.

Hon. A. C. Barry having arrived, addressed the Convention on the subject of Education as connected with all true reforms.

Singing by the Schools.

On motion of Mr. Irons, a vote of thanks was extended to Messrs. Barry, Rogers, Dean and Burt, for their very able addresses.

Adjourned to meet at 10 A. M., Wednesday, Sept. 10th.

WEDNESDAY, 10 o'clk, A. M.

Association met, and was called to order by the President. Mr. James Irons having been called to the chair, Mr. Dean read the constitution, and suggested the propriety of amending the fourth article thereof.

On motion of Rev. S. E. Miner, the following amendment was made to the 4th article of the constitution, viz: "And the President and Directors shall have authority to call special meetings of the Association at such times and places as they may regard necessary for the best interest of the same."

A spirited discussion on the subject of government in our common schools ensued, in which Messrs. Miner, Dean and others participated.

Fourteen persons, Teachers, Town Superintendents and friends of education, became members of the Association; after which, the President having resumed the chair, the Association, on motion, adjourned until 2 o'clock, P. M.

AFTERNOON SESSION.

Meeting called to order by the President. Mr. Barry being obliged to return after the first days exercises, gave us assurances he would spend several days with us in November, if we would adjourn to meet then. General remarks were made by the members relative to time and place of adjournment.

On motion of Mr. Miner, the Association voted, that when they do adjourn, they adjourn to meet again at Wyocena, on the second Tuesday of November next.

The Association was then addressed at

length by Rev. Samuel E. Miner, of Wyocena, on the Defects of our Common School System. Remarks were then made by Messrs. Irons, Dean, and others, on the same subject; after which the Association, on motion, adjourned as above, to meet at the village of Wyocena, on Tuesday, the 11th day of November, next, at 10 o'clock, A. M.

L. H. SMITH, *Sec'y pro tem.*

For the Journal of Education.

THE IDEAL OF TEACHING.

NUMBER ONE.

Our realizations seldom equal our ideal conceptions. This, to thoughtful minds, is an evidence that we may hope to exist in a higher state of being, and to reach at last, what is unattainable here. It is only those who cherish an ideal higher than any attainments yet made, and who strive to reach it, that lead a progressive life. This is true in all arts and interests, and eminently so in the art of teaching.

Many persons, it is to be feared, who assume the office of teacher, have no such ideal of excellence. For them this article is not written. They are not often among the patrons or readers of a Journal of Education. But some there are who wish to improve. To such these thoughts are addressed. Among the conditions of success in the teacher's calling are the following:

1. Thorough Knowledge of what is Taught.—The necessity of this is much overlooked. The teacher who is at the same time a mere learner, may indeed advance faster than the pupils, and gradually lead them forward, but it is by a blind and stumbling path. Time is lost, energy wasted, mistakes are made, and unsuspected errors find lodgment in the mind. This may be illustrated by the results that attend the effort to teach that first and elementary exercise of the school room, the art of reading. It is a painful fact, that this exercise, as too often conducted, so far from accomplishing the desired result, gives to many pupils an unnatural, mechanical and unpleasant mode of utterance, which in some cases is never overcome. It is indispensable that the teacher be a natural, graceful reader, and understand the art of teaching pupils to read in the same manner. Without this, it is doubtful whether it were not better that the exercise be entirely omitted, and the children simply required to peruse the lesson in silence. The teacher who can do anything like justice to this noble art, and most desirable accomplishment, is rarely to be found. Skill in this art is all important however, both in view of the immediate object aimed at, and the teacher's success in other branches of the calling.

2. Daily Preparation.—Besides the general knowledge, thoroughly digested, which the teacher should possess, a particular preparation should be made for each day and each exercise. The public speaker does not undertake to enlighten an audience, unless he has first digested his matter. The lawyer does not plead a case, without examining and sifting the evidence. The physician does not administer medicines till he has determined the symptoms of the disease. If the contrary is seen, it is in exceptional cases, or in fanatics and empirics. How can the teacher be exempted from a like necessity? Every day brings something new to the scholar's attention. With this the teacher should be familiar, by fresh examination and reflection.

It is true that those who think the functions of a teacher are performed by hearing scholars recite mechanically the

contents of a book, will be likely to regard no other preparation necessary, than to have formally gone through with the same parrot-like process themselves, and to be able to correct a gross blunder in the recitation. But those who aspire to *teach*, and not simply to "keep school" six hours a day, will deem something more than this to be necessary. This brings us then to observe, in the next place, the necessity of some degree of

3. INDEPENDENCE OF TEXT-BOOKS.—In an address recently made to a convention of teachers in an Eastern State, a gentleman of the highest rank in the educational world* stated, that for twenty years, he never used a text-book in the school-room, unless it was to give out a problem in Algebra, &c. A like independence of books is not to be expected of every teacher at once; but this is the ideal to which the teacher should aim.—By independence of books, it is not meant, of course, that every teacher should disregard what authors have written, and simply teach his own peculiar and perhaps crude notions of the subject in hand. On the contrary, let as many authors as possible be consulted, and some system, as far as necessary, faithfully followed; but let not the convenience of leaning upon the text-book in the school-room, excuse the teacher from ever attempting to stand upon his own feet.

While waiting once for a train of cars, I stepped into a large and flourishing Seminary, and, as it happened, listened to a recitation from a class of young men and women in English Grammar. The teacher in attendance was dignified with the title of "Professor of Languages," but there he stood, book in hand, and never once did he venture upon a thought or illustration not found upon the page before him. It was not teaching; it was a mere turning of a machine of alternate questions and answers.

The opposite extreme of sacrificing all precision of language, to the desire for originality, is to be avoided indeed; but to be *confined* to the words of a book, is destructive of life and interest in the school-room. The fresh vital contact of mind with mind, is the secret of success in the teacher's art. Both teachers and pupils must learn to think, and to express their thoughts without this, the whole process is dull, profitless task-work—the "barren action of the organs of speech upon the atmosphere." J. B. P.

Sheboygan, Sept. 25th, 1856.

* Dr. A. Potter, formerly Professor in Union College.

WINNEBAGO COUNTY TEACHERS' INSTITUTE.

Pursuant to the call of the Executive Commitee, of the Winnebago County Educational Association, the Institute of said County convend at the Union School House, in the city of Oshkosh, Sept. 15th, to hold its second semi-annual session.—Mr. A. Picket was elected President; Miss S. A. Steele, Secretary, and Mr. J. E. Munger Treasurer.

The following Commitees were appointed by the Chair:

Business Committee—Consisting of the following persons: Misses L. O. Cowdin, S. A. Steele, Messrs. J. E. Munger, and E. W. Pete.

Committee on Criticism—C. W. Watson, Misses S. O. Picket, C. Seavey, E. Pride and J. Goss.

Financial Committee—Messrs. C. W. Watson, J. Bushnell, and Miss A. Abbot.

Committee on Resolutions—Miss L. O. Cowdin, Messrs. E. W. Pete, and H. O. Pierce.

The sessions of the Insaitute were opened each morning and evening with prayer.

Classes were organized and different exercises conducted from day to day as follows:

Reading—Messrs. A. Picket, E. B. Gray, Miss L. O. Cowdin.

Spelling—A. J. Craig.

Mental Arithmetic—A. J. Craig, Miss S. O. Picket.

Written Arithmetic—A. J. Craig.

Geography—Misses S. O. Picket, C. Seavey, Mr. H. O. Pierce.

Natural Philosophy—Messrs. J. E. Munger, E. W. Pete, and A. K. Brush.—

Vocal Music—Prof. M. H. Morgan.—

Grammer, including Orthography—Mr. A. Picket

The following questions were submitted for discussion:

Resolved, That School Teachers ought not to be engaged in politics.

Speakers, Rev. L. Rood, Messrs. E. B. Gray, E. W. Pete, A. K. Brush, and A. Picket.

How should Schools be arranged and governed?

Speakers, Messrs. A. J.Craig, A. Picket, J. Bushnell, E. W. Pete, H. O. Pierce, E. B. Gray, Misses L. O. Cowdin, and S. A. Steele.

At what age should a pupil commence the study of Physiology, and according to what system should it be taught?

Speakers, Messrs. A. Picket, E. B. Gray E. W. Pete, A. J. Craig, J. E. Munger, and Miss S. A. Steele.

Discussion on the subject of graded Schools.

Speakers, Messrs. A. Picket, H. O. Pierce, E. W. Pete.

The Institute was favored with lectures by the following persons:

Rev. D. W. Tolford,—subject. "Where shall I educate my son, where shall I educate my daughter."

Rev. L. Rood,—subject, "Education."

Mr. M. Seavey, "Influence of early Education."

The Committee appointed to draft resolutions made the following report:

Resolved, That we as a body of Teachers, having been benefitted by this Institute, do most sincerely regret, that all the Teachers of Winnebago County, have not availed themselves of its advantages.

Resolved, That hereafter we will do all in our power to secure a more general attendance of teachers, and all persons engaged in educational interests.

Resolved, That those who have aided this Institute in its efforts to secure a better system of teaching, are entitled to our gratitude.

Resolved, That patrons ought not to expect teachers to be more faithful, prompt, energetic and self-sacrificing to those committed to their charge, than they themselves are.

Resolved, That we tender our thanks to those citizens of Oshkosh, who have extended their hospitality to teachers from abroad, to Mr. A. J. Craig, for his generous and able instruction; to Mr. A. Picket, for having so faithfully served us in his various capacities; to Prof. M. H. Morgan, Mr. and Mrs. Geo. Phelps, who contributed their efficient aid in musical capacities; to Mr. Thos. Russell, City Superintendent, and the Educational Board of this city, both for closing the school and giving teachers their time, and for the use of the house.

On motion, Rev. E. W. Tolford, Rev. L. Rood, Rev. Mr. Marble, Rev. J. Cushing, and Prof. M. H. Morgan, were made Honorary Members of the Association.

The Institute adjourned Friday, Sept. 19th, at 9 o'clock P. M.

About forty teachers were in attendance, and an increasing interest was manifested until the close of the session.

A. PICKET, *President.*

S. A. STEELE, *Secretary.*

Oshkosh, Sept. 20th, 1856.

TRUANCY AND ABSENCE.

The following Act was passed in the Legislature of Rhode Island, in June last. It is almost an exact copy of the law as passed by the Legislature of Massachusetts, and is commended to the notice of school committees, and towns and councils in all the States. Attention has been turned to this very important matter, and almost all educators are rapidly approaching a unanimity on the subject nearly unparalleled in the annals of educational discussions. Every interest of the community is involved in this, and we commend this act as an experiment in the right direction:

AN ACT concerning Truant Children and Absentees from School.

It is enacted by the General Assembly as follows:

SEC. 1. Each of the several towns of this state is authorized and empowered to make all needful provisions and agreements concerning habitual truants, and children not attending school, without any regular and lawful employment, growing up in ignorance, between the ages of six and fifteen; and also all such ordinances and by-laws respecting such children as shall be deemed most conducive to there welfare, and the good order of such town; and there shall be annexed to such ordinance suitable penalties not exceeding for any one breach thereof, a fine of ten dollars, or, instead of this fine, the offender may be committed to any Institution of Instruction, House of Reformation, or suitable situation, as may be provided for this purpose under the authority given in this act, for a time not exceeding one year; *provided*, that all such ordinances and by-laws shall first be approved by the Commissioner of Public Schools.

SEC. 2. The several towns availing themselves of the provisions of this act, shall appoint, at their annual town meetings, or annually by their Town Councils, three or more persons, who alone shall be authorized to make the complaints in case of violation of said ordinances or by-laws, to the Justice of the Peace, or Court exercising the jurisdiction of the Peace, who by said ordinances, shall have jurisdiction in the matter; and said persons thus appointed shall alone have authority to carry into execution the judgment of said justice or Court.

SEC. 3. This act shall go into effect from and after its passage.

True copy—attest:

JOHN R. BARTLETT *Secretary.*

—*Rhode Island Schoolmaster.*

CLEARNESS AND DISTINCTNESS OF SPEECH.—Mr. Jones, in his Life of Bishop Horne, speaking of Dr. Hinchcliffe, Bishop of Peterborough, says, that in the pulpit he spoke with the accent of a man of sense, such as he really was in a superior degree; but it was remarkable, and, to those who did not know the cause, mysterious, that there was not a corner of the church in which he could not be heard distinctly. The reason which Mr. Jones assigned was, that he made it an invariable rule *to do justice to every consonant, knowing that the vowels would speak for themselves.* And thus he became the surest and clearest of speakers; his elocution was perfect, and never disappointed his audience.

RULES FOR STUDY.—The other evening Professor Davies, the eminent mathematician, in conversation with a young friend of his upon the importance of system in studying, as well as in everything else, took a piece of paper, and wrote off for him the following important rules:

1. Learn one thing at a time.
2. Learn that thing well.
3. Learn its connections, as far as possible, with all other things.
4. Believe that to know everything of something, is better than to know something of everything.

MEANNESS is always worse than Misery.

From the College Review.

ADVANTAGES, TO THE GENERAL STUDENT, OF THE STUDY OF GEOMETRY.

BY REV. ADDISON BALLARD, A. M.,
Professor of Mathematics and Natural Philosophy, and Lee Lecturer on Astronomy, Marietta College, Marietta, Ohio.

THIS branch of Mathematics claims our antecedent respect from its great antiquity, and from the illustrious names with which its progress is associated. It is the earliest of the sciences. Its infancy was cradled by that land, of old, the foster-parent of literature and the arts. On its introduction by Thales, in the fifth century before Christ, from Egypt into Greece, it was cherished by the greatest philosophers with a regard bordering on veneration. When tired of tossing on the uncertain sea of metaphysical speculation, they turned with delight to a pursuit where the mind could rest on the sure basis of demonstration. Among its distinguished votaries are found the names of Anaxagoras, whose lonely prison-hours were beguiled by attempts to solve that world-renowned problem which has bewitched the brains of mathematical wits from that time to the present, the Quadrature of the Circle; of Pythagoras, whose enthusiastic devotion to his favorite pursuit is traditionally attested by the hecatomb offered to the Muses for the discovery of the beautiful proposition which has immortalized his name; of Plato, who paid a still higher compliment to the grandeur and dignity of the science by asserting that the "Supreme Being finds His highest delight in geometrical laws;" and of Euclid, with whose inimitable "Elements," if Freshmen were only taught to associate that benignity of temper and purity and simplicity of life for which their author was pre-eminent, they would undoubtedly spare him the mortification of that *annual interment*, by which they now seek to consign his amiable memory to a disrespectful oblivion.

But Geometry is further recommended to our acquaintance by the vast practical benefits she has conferred on the world, and by her almost miraculous achievements She early became the friend of the mariner, who, through her aid, was no longer subjected to the caprice of cloud and tempest which often vailed his directory in the heavens. The geographer learned to value the magic of her skill in fixing with accuracy the position of places on the globe. Indeed, she soon accomplished all that her humble name made pretension to. She had compassed and meted out sea and land. And now we may imagine her looking around on these terrestrial conquests and sighing, like Alexander, for a new and ampler field for the display of her powers. Nor is she doomed like the weeping conqueror of kingdoms to sigh in vain. Beneath her humble Grecian dress she discovers wings —then turns a wishful eye to the heavens and soars away to gain new and richer triumphs in the fields of infinite space.— There is the scene of her proudest and noblest victories. There, her achievements are on a grander scale than those she won before on this little ball. There, the stars are her signals. There, she lays her base lines of millions of miles in extent in unobstructed space, wings her way

"Far as the universe spreads its flaming wall,"
"Unwinds the eternal dances of the sky."

She follows the sunbeam in its quick descent, applies the line and rule to its bright track, and measures the extent and rapidity of its subtle flight. Astronomy, which before seemed to have reached the highest point it was capable of at-

taining, welcomed with joy this new enterprise of her aspiring sister, and hailed it as the precursor of her own greater glory. And such has it proved. The impulse thus imparted has not ceased to operate till it has made Astronomy the the noblest of the physical sciences.

The grandest result at once of the Baconian induction and of applied Geometry is the discovery and demonstration of the Law of Universal Gravitation. We follow the mind of Newton as it makes its slow but sure way up the successive steps of hypothesis, theory, and law.—What in the way of intellectual exploit can be more sublime? In the beautiful words of another, "He has seen the apple fall from the tree, the rain from the cloud, the meteor from the sky. He has watched the eagle and noticed that at his highest flight he still flaps his wings." The thought occurs to him: May not this same mysterious influence reach indefinitely beyond the flight of the eagle—even to the heavenly orbs? In the stillness of midnight he goes forth alone and looks up into the far-off azure depths. To his ears comes the prelude of a celestial harmony—the true music of the spheres—whose notes science shall write and all men may read. On his gaze are bursting the outlines of a physical truth more vast than had ever entered into the heart of man. By the aid of Geometry he is empowered with an attribute which the prophet thinks not too mean to ascribe to Jehovah; for he weighs not only mountains, but worlds, as in a balance.

Thus has Geometry furnished us with the most splendid eulogy on the powers of the human intellect and the perseverance of human industry. Who would have said that it were posible for man to soar to those illimitable heights, decipher the beautiful hieroglyphics of the stars, and reveal to mortals their giant mysteries? Throughout the whole range of science, what so lets us in to the awful wonders of the material universe, or gives us so fearful but glorious a view of God's Almightiness!

But our object was not panegyric. All that is claimed for the science on the ground of practical utility will readily be conceded. Students do not need to be told that a knowledge of its principles is indispensable to the navigator, the astronomer, the land-surveyor, the civil engineer, the accomplished architect. What they wish to know, is, whether the study will be of any real advantage to the professional man or the man of business. That it will be of such advantage, can, we think, be made clear to any reflecting mind. To show this, let us inquire—

First, What kind of preparation do professional men need in order to success in their respective callings? and,

Second, Does the study of Geometry give or tend to give that preparation?

1. And, first, what have these men to do? They have, first, to master fundamental principles, and, second, they have to apply those principles to the particular subjects or cases which arise in the discharge of their professional duties. Now what kind of discipline does a man need to enable him to master a great principle in law, in medicine, in divinity? To trace that principle to its source and clearly to follow it out in all its minute ramifications? What kind of mental training does a lawyer need to help him unravel a difficult case, and so to analyze, and arrange, and present the argument, as to make it clear to other minds? What, to enable a minister to grasp, dissect, and exhibit a great Bible truth?

The thing needed is, the power and the habit of *intellectual abstraction and concentration.* It is the power of commanding the *attention* perfectly—of withdraw-

ing it from every thing else and of fixing it unwaveringly on the subject of investigation. This is the key to success in study. A topic, to be mastered, must be held steadily before the mind's eye till its relations and parts come out and arrange themselves and take their proper places. Dr. Emmons, that prince among logical divines, used to say that he "wanted students who could look half an hour at the point of a cambric needle, without winking." Attention is the mind's edge, and we must bring it into close contact with the topic of thought, or it will not cut.—This is all we can do for a subject, namely, to fasten the attention immovably upon it. If, under this process, it does not clear up, there is no help for it. All we can do is, to wait and try again. We apply the lamp to the photographic plate and watch for the picture to come out.—Put a piece of steel between the poles of a battery—that is all *you* can do. Hold it there. If the battery be powerful enough, it will fuse the metal. But however powerful, no fusion will ensue unless the object be held steadily within the circuit.

This grasp of thought, as it is the highest intellectual achievement, so it is the most difficult. The mind reluctates against severe and continued exertions. If it once *gets* hold of an abstruse subject, it is hard to keep its hold. The subject seems endowed with a marvelously provoking spiritual activity. It writhes under the mental forceps, and pulls, and gets away again and again. And again and again must the mind seize it, and hold it, till its Protean proclivities are fairly subdued. What lawyer or minister but knows what is meant by thus "looking a subject into shape?"

It is only as a student makes progress here, that he makes any progress at all—or any worthy the name. I remember that Prof. Tatlock used to tell us, and he said truly, that if, "at the close of a term, a student finds that he can concentrate his thoughts on a given point for fifteen minutes, while at the beginning of the term he could do it but five, he has made very encouraging progress." What if he has not acquired a great fund of information and is laughed at as a plodder? Arkwright, after he had, by the invention of the spinning-jenny, acquired his millions, said in reply to an old aristocrat in the House of Lords who alluded sneeringly to his former humble avocation as a barber—"True, sir, but I have a razor now that will shave any of you." So the student, who, by diligent application to the severer though less pleasant and apparently unpractical parts of the course, has thereby gained a power and a habit of mental concentration, if taunted by the voluble and shallow picker up of mere facts for his slender stock of information, may say, "True, sir, but I can now acquire as rapidly as you, and can besides employ acquisition to vastly better purpose."

What has now been said of the importance of attention applies equally to the man of business. Who is the man likely to succeed in any kind of business requiring forecast and enterprise? It is, pre-eminently, the man who *attends* to his business—who can control his thoughts and confine them to the particular thing to be done, and to every thing in its proper season, and to one thing at a time till it *is* done. There are various reasons for commercial failure, but not the least of all is this very want of self-control, of mental concentration. If any project for investment is started, many men can not command their reasoning faculties long enough and patiently enough to look it through, to see whether it be really a safe enterprise. What makes a more

worthless clerk than this same want of fixed attention to his business—this wandering of the eye and of the imagination for which he must so often be chided by his employer. A good salesman is one who can keep his mind on his customer till the sale be effected. He has an object in view, and he omits no honorable and gentlemanly attention for effecting it. There is a logic of trade as well as of discourse.

We would remark here, as an obvious inference from the foregoing, that if, from stronger attachment to some other pursuit or from positive dislike to that he is engaged in, a young man can *not* confine his attention to it, so as to master its principles and details, then the sooner he leaves that pursuit the better. This is true of business and of study. The perfunctory apprentice should at once quit the college and the shop for some more congenial avocation.

2. But, secondly, we affirm that this power of fixed, sustained attention, the study of Geometry pre-eminently gives. It gives it because it calls the power into exercise. It gives it because without it the student can not follow and grasp those trains of reasoning of which mathematical propositions consist. Who that has tried it does not know that he can not be dreaming, or talking, or thinking of a thousand things besides, and get a theorem in Geometry? No. He must be alone, or at least uninterrupted. The idea of half-a-dozen students getting out any lesson together is unscholarly enough, but in Geometry is absurd. There is a series of steps to be followed, each depending on the preceding and leading directly to the conclusion. This necessitates the closest attention; and thus the *habit* of attention must gradually be formed.

Again, the pupil in this way acquires insensibly the habit of logical investigation. In every proposition his mind is subjected to the screw-plate of exact demonstration. He is taught caution and patience in constructing an argument, and in analyzing the arguments of others. He is led to do his own thinking, and to reject assertion unless accompanied with adequate proof. When proof is offered, he must feel every link in the chain. He must touch bottom at every step. Geometry gives him an idea of what an argument *is*. It teaches him the pertinence and the importance of those much abused words "thence" and "therefore," and never to pervert or misapply them. It forms a kind of intellect which the world always needs—not so much men who are forever propounding "whys" and "wherefores," but men who can give us also the "therefores" of things—not men who are puffed up with transcendental conceit because they can *ask* questions which nobody, not even themselves, can answer, and which, if answered, would do nobody any good—but men who can *answer* questions, who can give us substantial knowledge. Not men who seek to astonish the world by calling spirits from the vasty deep, but which will not come when they do call, but men of intellectual hardihood and robust daring, who can pierce the leviathans of the vast ocean of living verities and bring them up and make them subservient to the wants and welfare of their fellows.

Again, Geometry teaches the student to give exact definitions of terms. This is one of the most important things in the discussion of any question, and one of the most difficult to do. A habit of stating the precise meaning of the terms employed would save the world an untold amount of misapprehension, bitterness of feeling, and vile logomachy.

Again, Geometry makes the student careful in citing authority. He must give, definitely, the proposition, or corollary, or axiom, employed as proof. How vague and loose and inaccurate are multitudes of men, and some preachers, in quoting even Scripture authority!

Again, Geometry requires the learner to distinguish clearly between what is hypothesis and what is proof—between premises and conclusion—and never to confound the two.

Lastly, under this general head, Geometry teaches a man, whether writing or speaking, to say what he has to say, and to stop when he gets through.

3. But Geometry has to do with rhetoric as well as with logic. It not only compels the student to think, but to *express* the results of his investigations. It tends to give a man that cardinal quality of style, perspicuity. The pupil is made to state his proposition and the demonstration in concise terms, neither giving what is irrelevant, nor omitting what is essential. This will make him careful in his assertions. He will not write nor speak at random. He will aim to tell the whole truth, nothing more, nothing less. He will not overstate nor understate, nor mistake. This precision of language is one of the most beautiful of all mental products—this giving an expression which just "hits" the thought, as the arrow goes straight to the center of the target.

"But what," exclaims our rhetorical friend and objector, "will you make dry logicians of us all? Will you have us enunciate our thoughts in bald, unadorned prose? Will you allow no play to the fancy? Will you clip style of its wings? Will you inhibit the graces of oratory? We reply, no. Nor does what has been said imply this, any more than to urge the importance of a solid foundation implies that you may not erect on it the most elegant superstructure. The power of clear thinking and of concise statement is not incompatible with, nor unfavorable to, the loftiest efforts of the imagination.

And this suggests another advantage which this study confers on minds of a certain order—namely, those which have the power of rapid deduction without the concious intervention of argument. There are such men—men of sound judgment, who reach sound conclusions, but who can not assign the reasons which led them to these conclusions. They see results almost intuitively—so much so that they can not present to themselves, much less to others, the medium of proof.—Cromwell was such a man—a man of good judgment, evidently, and who knew what he was about, but who found it difficult so to explain his plans and policy beforehand, as that others should comprehend their wisdom. Such minds would be benefited by this study. It retards thought in its lightning transit to a conclusion and compels it to go over the ground step by step, so as to state to its own consciousness, and thus be able to state to others, the process by which the result was reached.

I conclude this brief enumeration by mentioning one advantage resulting from *reciting* Geometry, which is, that it gives the student self-possession. He must not only understand the demonstration, but he must be able to *hold* it while he presents it to the teacher and the class. For most persons this is a great attainment. Many a man in a meeting for public discussion has valuable thoughts on the question which, nevertheless, he dares not attempt to offer, for fear lest the moment he rises all his argumentative riches should suddenly, and to his deep mortification, take to themselves wings and fly away.

Now the self-reliance of which I speak can be gained only by practice, and so far as practice in the recitation-room contributes to it—and it contributes much—it is secured better by recitations in Geometry than by those in the languages where the pupil relies on his book, or than in other English branches where the recitation is conducted solely by question and answer—for there the student is both guided and limited by the question; whereas in Geometry he is required to give a connected and often a lengthy train of thought.

Judged, therefore, by the Procrustean standard of professional success or commercial utility, we see that this part of the College Course is not found wanting. But we should remember that another and higher object is secured by study, namely, the exquisite pleasure we derive from the activity and consequent expansion of our intellectual powers. Business we must do; we must work; we must live. But is the life of the body the only or the highest life of which we are capable? Or is it, rather, only the condition, in our present state, of intellectual and moral life and growth and enjoyment? Does the eagle plume his wings only that it may stoop upon its prey and satisfy the cravings of appetite, or is it that it may soar aloft with free and joyous pinion, leaving cloud and storm behind, and soaring upward even to heaven's azure gate? Shall a man fit up only one room of his spacious dwelling, and that one only for a workshop, and leave all the rest bare and desolate, or shall he not rather furnish and adorn *all* to the extent of his means, that when he retires from the place of toil he may throw open these pleasant apartments for his own enjoyment and the entertainment of others.

By this impatient haste to become rich, or distinguished, or wise, young men are almost sure to miss the very object they have in view. They get an earlier start on the voyage, it may be, than others, but not having taken on board sufficient fuel, their engines soon begin to work badly, when they either fall into the doldrums, or are obliged to put into the nearest port, and in either case are overtaken and distanced by their more patient and pains-taking competitors.

Students who aim only at future usefulness, sometimes make a mistake here which they never afterward cease to regret. A pious young man is deeply impressed with the spiritual desolation of the world—the millions perishing for lack of religious knowledge—the fewness of the laborers, and the exceeding shortness of the time in which to work. In view of these things, he feels that it is wrong to spend much time in preparation for the ministry. He is impatient to leave the Academy, the College, the Seminary, and at once to preach Christ to his fellow-mortals. This is a mistake. God understands His own plans. With Him is no uneasy precipitancy. He hastens His work, but only "in its time." With Him there is for every work a season. There is a time for preparation and a time for achievement. He has a purpose with reference to the seasons. His autumn's harvest secured, the earth must be reclothed with verdure, the processes of vegetation must be re-commenced and carried forward, or soon the hundreds of millions of living beings that swarm the globe, and that look to Him for their daily food, would perish. Here is a great, an immense work to be done; and looking alone at its vastness and the magnitude of the interests at stake on its speedy accomplishment, a benevolent

mind which did not at the same time understand the infinite resources of the Creator, might well be appalled and in its trembling solicitude for the prospective sufferers, would urge the *immediate* exertion of Almighty Power in the work of reproduction. But God is in no such haste. To every thing is given a time. The leaves must have their "time to fall" and strew the couch of the dying year. How slowly and gently is *this* done—not in indecent haste as one would bustle around the room of an expiring friend on whom he is tired of waiting and whom he wishes gone—but they fall with a quiet and mournful tenderness, as of a sister watching at the bedside of a departing brother whose failing pulse she would stay and whose loved form she yields reluctantly to the tomb. Then, when the leaves and flowers "all are in their graves," Winter must have his surly reign. The winds must have a time for their fierce sport, and the snows their great fair-day in which to weave and display their stainless robe. Long months of cheerless days and lingering nights must intervene, ere the violet appear or the grass-blade spring. Yet during all this time the great Householder is carrying on the work of *preparation* for another harvest. With one hand He holds the bough all whose new buds He has so silently folded, while to greet and to call forth its hidden beauty, with the other hand He is again slowly wheeling up the life-giving orb to the Northern Signs.

Let the student learn from Nature to be patient and thorough in the work of preparation for the great duties of life. Let him remember that he must have time to grow and to blossom, if he would bear abundant and perfect fruit. With the noiseless but unwearied perseverance of the sun, let him toil up the ecliptic steep of discipline, cheered and stimulated by the thought, that the longer he is in coming to the solstice of his power, reputation, and usefulness, the higher will be the point of his culmination and the wider the zone over which will be shed the light and warmth of his life-giving influence.

NOW.

[The following lines, from *Household Words*, are full of wholesome advice, as well as beautiful imagery. They convey to the youthful dreamer a lesson which it would be well for him to ponder.]

Arise, for the day is passing
  While you lie dreaming on;
Your brothers are cased in armor;
  And forth to the fight are gone;
Your place in the ranks awaits you;
  Each man has a part to play;
The past and the future are nothing
  In the face of the stern to-day.

Arise from your dreams of the future—
  Of gaining a hard-fought field,
Of storming the airy fortress,
  Of bidding the giant yield;
Your future deeds of glory,
  Of honor, (God grant it may!)
But your arm will never be stronger,
  Or needed as now—to-day.

Arise! If the past detain you,
  Her sunshine and storms forget;
No chains so unworthy to hold you
  As those of a vain regret;
Sad or bright she is lifeless ever;
  Cast her phantom arms away,
Nor look back, save to learn the lesson
  Of a nobler strife to-day.

Arise! for the hour is passing;
  The sound that you dimly hear,
Is your enemy marching to battle!
  Rise! rise! for the foe is near!
Stay not to sharpen your weapons,
  Or the hour will strike at last,
And from dreams of a coming battle,
  You will waken and find it past.

For the Journal of Education.

OUR PUBLIC SCHOOLS.

AMONG the many blessings for which the people of this "happiest country in the world" have to be thankful, there is scarcely any one more prominent than the consciousness that any public work of utility or benevolence is directly for the benefit of themselves, or their children. A traveler in the old countries of Europe has brought under his notice many institutions which the piety or munificence of wealthy individuals, monarchs or subjects, have provided for the alleviation of some of the many woes which afflict mankind. He sees magnificent hospitals, alms houses, and buildings in which the last days of old veterans, disabled in the service of their country, are rendered free from care.

He will, however, look in vain for anything similar to our glorious public schools. There are, to be sure, in several parts of Europe, systems of public schools, but "they are provided for the people by *beneficent* rulers," not instituted and sustained *by* the people themselves, and *for* themselves. This is the great difference between *our* public schools and those of any other country. They are, here, intended for *us*, for those whom we prefer even to ourselves—our children. This, we apprehend, is the true reason why the people of the Northern States, have everywhere evinced such unanimity when called upon to meet the expenses attendant on such a system of education. It may, indeed, be said that a competent education may be acquired in less expensive or less beautiful buildings than those everywhere devoted to the cause of education. A pupil might become a good scholar even if there were no carpet under his feet or beautiful objects in the room, on which to rest the eye when not engaged in study. This many illustrious examples abundantly prove. Why not then let whitewashed walls and bare floors supplant the present ornaments, the papered walls, the pictures and the statuary of the schoolroom? With one accord, from the farthest East to the remotest West the answer is ready. It is sufficient. It covers the whole ground and may be expressed in few words "we have erected these buildings for our children, as places in which we intend they shall spend years of the most impressible portion of their lives." It is then no more wonderful that we should ornament our school-houses than that we should decorate our houses, our parlors, farms or gardens, or anything else which we hope our children to enjoy. Strange as it may seem, a proper public sentiment on this subject has been of slow growth; or rather, it needed the example of some pioneers to cause the people to regard it in a proper light. In each State there has always been some city or other locality which—awakening to a proper sense of its duty—would be found to initiate a healthy state of feeling in this respect. In this manner, when a properly conducted system of public schools was placed under the observation of the people, they—verifying the old proverb that "Example is the best method of teaching"—forthwith adopted it for themselves, and so correct ideas were largely disseminated. The place which thus becomes, in any State, the herald of a better order of things is deserving of praise and remembrance.

This praise, so far as Wisconsin is concerned, will, we think, be awarded to Kenosha. Kenosha took the initiatory step in this grand march, and when we consider the difficulties which obstruct such an undertaking in every new place,

where everything is to be done, and so few exist to do it, we cannot fail to appreciate the noble spirit which prompted the commencement of a work of such character.

Previous to the year 1849, there were here no conveniences for education further than those furnished by basements of churches and other unsuitable places; the abuses of which led to the entire extinction of public schools. Immediately the proper men for the times made their appearance. We would name them, were we not aware that their modesty is equal to their merit, and that they worked for a reward in which human praise is not a constituent. These noble men, after a couple of years exertion, succeeded in procuring the erection, in the South part of the city, of a fine brick building, much surpassing in size any edifice devoted to similar purposes, previously erected in the State. They were fortunate in their selection of a responsible Principal. To Mr. Graves, of Ohio, who took charge of the school in the Fall of 1849, was first confided this important charge. Meanwhile, another building was erected in the North part of the city. Here Mr. McMynn, at present of Racine, and widely known as an excellent teacher, first taught public school in Wisconsin. He afterwards removed to the larger edifice, in the South part, of which he had charge—we need not say, to the entire satisfaction of his patrons—for two years, when he removed to Racine, taking with him the regrets of all acquainted with him in Kenosha, together with the talents, experience and adaptation to the situation, which have enabled him to make Racine schools—what they are. Under the administration of his predecessors, Messrs. Graves, Marks and Coe, and those who succeeded him, Messrs. Dewolf and the gentleman who at present has charge of it, the school attained a reputation which is, of itself, sufficient to show that its friends did not in the least relax their exertions.

Within the last couple of years, the school buildings of the city were found totally inadequate to supply the demands of the increasing population. To obviate this, during the past summer—having previously adopted the Union School System—an additional building, in size 75 by 50 feet, of the most durable and tasteful construction, comprising all the modern improvements, was erected.—Together with this, the old school building has been thoroughly repaired, altered and decorated, such improvements being adopted as their experience suggested, and the size of the house would permit. Furnaces of the most approved construction have been placed in both these buildings, furnishing a comfortable temperature without the clatter and unsightly pipes necessary, if stoves were employed.

We might descend more into particulars, but this article is already long; and, from what we have written, our readers will readily perceive that Kenosha is not to be left alone in the race, and that she is determined not to sully the laurels, which of right belong to the city, which first introduced Common Schools—properly so called—into our noble State of Wisconsin.

J. M. L.

☞ The salary of Principal of a Boston Public School is $2400, with $100 addition per year, until it is $2800. The Principal of the High School of St. Louis receives $2200; of the High School of Chicago, $1500. Better that, than "$13 a month and board around."

☞ By the Fourteenth Annual Report of the City of New York, it appears there are in the city 271 Schools, in which are taught 137,874 pupils, at a cost of $918,000.

WORK INTELLIGENTLY.

In order to realize the nature of any work, we must understand two things, viz:—the object to be worked upon, and the design to be accomplished by it, or in other words, we must have a clear idea of the end to be attained.

This is the case with all labor. The sculptor first studies carefully the most graceful forms, the fairest and most symmetrical models of beauty. Then when his ideal is fixed in his mind, he selects the rough block of marble, measures its dimensions, studies carefully the grain or strata, and endeavors to ascertain whether his ideal does really exist in that rough piece of rock.

The engineer calculates the height of the mountains to be leveled, estimates the depth and breadth of the chasms to be spanned, or the distance in the solid granite through which the iron horse must force his way, uniting city with city, and hamlet with hamlet. These things he must understand fully before he is ready to make even a beginning.

Thus it is with every business of life. It must be understood to be accomplished. There must be close calculation, careful study, and at all times a full understanding of the great end and object to be attained.

How important then that the teacher, more than all others, should understand his work. The material upon which we act is mind; the breath of God; that which places man so far above all other creatures. And shall we not *study* this wonderful thing? Aye, study earnestly, thoughtfully, then work faithfully, and endeavor so to educate our pupils as to fit them to act well their part in the busy drama of life, as good and honest members of society; as intelligent and faithful citizens, and above all as responsible beings.—L. L. Camp, *in Conn. School Journal.*

Try Again; There is no Remainder.—When I was a lad, just after I had commenced the puzzling study of arithmetic, I one day had occasion to seek the teacher's aid in solving a "question."—It was in Division, and cipher as I would, I could not get an "answer without a remainder." After "trying" for two long hours, I took my slate, marched up to the desk, and handed it to the teacher. He looked at the work, said not a word, wrote something on the slate, and handed it back. Vexed and out of patience with his cool indifference, I returned to my seat, and after indulging in some very rebellious thoughts against him, I read the writing. It was, "*Try again; there is no remainder.*" The silent but expressive sentence gave me more assurance than if he had spoken it a dozen times. It inspired me with confidence. I did try again, and again, and after repeated exertions I succeeded in obtaining a correct result, without a "remainder."

These six words were stamped indelibly upon my memory, and ever afterwards, when apparent difficulty stared me in the face in an undertaking, they recurred to me. Right there before me—with my mind's eye—I can see them on the slate, every word, every letter distinctly, and I take fresh courage and "try again." These words were the talisman to all I have ever accomplished. They are not cherished because of their authorship. The crabbed little schoolmaster that wrote them was the least beloved by me of all my youthful instructors, and yet he wrote six words that are engraved on my heart.

Editorial Department.

HOW SHALL I INTEREST MY PUPILS?

BE sure that unless you do, you will fail as a teacher. Feel that you are responsible for the progress of every child committed to your charge. Do not excuse yourself by charging indifference upon the parents or neglect of duty upon the District Board. Understand that you are to correct, as far as possible, all that has been amiss in the conduct of former teachers, as well as to advance the school. In short, do not complain. Study to feel an interest yourself. Enthusiasm is contagious. A teacher, in earnest, can do all things. Nothing will supply the want of a deep interest in the business of teaching. All cannot feel this, as all cannot paint or use the sculptor's chisel, or write an epic—but let those, who cannot, seek some other calling. No man can teach except he be called. He must be a man in the manliest sense of the term, He must be educated, just, generous, kind and firm. He must furnish the clearest evidence that his motives are disinterested, his objects noble. He must sympathize with the unfortunate, defend the defenceless, and show in his daily conduct those manly virtues, that children and youth so much admire. A child instinctively despises a mean act in a teacher. As to some of the means which the teacher may adopt we may mention the following:

1. *Show a rational interest in the studies of the school.*

Do not attempt to make the lessons so simple that recitation becomes a pastime. Show your pupils that *effort* is the price that all must pay for knowledge. Let them feel that, what is not *striven* for is not worthy of them. Inspire them with a conviction that the studies of school are important, and then all necessary labor is pleasant. Let them feel that there must be hard study, close attention and self-denial in school in order to secure the objects of the school. Explain to them daily the relation between vigorous, persistent and intelligent effort and ultimate success,—tell them of difficulties surmounted, of obstacles overcome, of intellectual battles fought, of glories victorious won. Make them feel that the noblest victories are those of the mind. Point out the relation of success in study to future prosperity and happiness, and, in short, show them that the exercises of the shool-room are the necessary preparation for the future.

2. *Make the school-room attractive.*

Let there be no petulance or moroseness there. Be in earnest,—let the movements of teacher and pupil be active and still. Be accommodating and kind. Let the tone of voice and the manner of expression be such as will encourage the timid and restrain the wayward. Adorn the walls with works of taste and use, pictures, busts, maps and charts. Let the school-room be kept scrupulously neat and clean. Make it seem like home. Allow no boisterous conversation, no rude playing in it. Let it be sacred to what improves, refines and educates.

3. *Manifest an interest in the recreations of the pupils.*

Go to the play-ground,—run, jump and play, at ball, or engage in any sport you can commend. "Be familiar, but by no means vulgar." Give evidence that you feel an interest in the enjoyment of your pupils, and you will secure their friendship. Every teacher should study to understand what sports and games are proper for the play-ground, and thus be qualified to direct there as well as in the school-room.

4. *Cultivate the moral powers of your pupils.*

Show them the importance of living for some object truly good. You cannot interest or benefit those who have no rational ideas of the end of life. Show your pupils that God has inseparably joined goodness and happiness, and that to expect the one without the other is folly. A school is as dependent upon its moral tone for success, as a community. Reverence the truth in all you say and do, and act and feel. Let scholars feel *how mean it is to utter or act a lie.* In all your teaching, teach the truth,—never make a rash promise, but fulfill to the letter every one you make. Cordially, and without cant or hypocrisy recognize the claims of the Creator upon the obedience and love of all men. Cherish all those virtues that adorn and beautify a noble, generous, manly life. Hold good men up as models for imitation and as objects for respect. Without a

public opinion in school, which is in favor of virtue and good order, the school is an unmitigated curse.

INTELLECTUAL ARITHMETIC.

In a majority of our schools this branch of study is either entirely neglected or incorrectly taught. The cause of its neglect may be indifference on the part of parents and pupils, on account of not understanding the benefit to be derived from it, or the ignorance of the teacher. No study is more important, and none requires greater care on the part of the teacher. Intellectual Arithmetic calls into exercise more faculties than any other branch. It develops *discriminating* power, which is of the utmost importance. It exercises the *reasoning* powers, keeping constantly in view the relation between cause and effect. It imparts that strength to the mind which enables its possessor to successfully pursue any other branch of study, and if properly taught it becomes Rhetoric, Logic and Grammar as well as Arithmetic.

Every scholar who is more than seven years of age ought to recite daily in this study until he has mastered some good work, and has acquired the power of concentrating his faculties upon any given subject, and of investigating it. We propose a few suggestions, the result of some experience and observation:

1. Assign such a lesson from the book as the class can become familiar with, before the time of recitation.

2. Allow the class to have no books during recitation.

3. Read the question once carefully, or if it is long, twice, and then call on some member of the class to enunciate it. Let this be done in good taste both as regards Grammar and Rhetoric.

4. Allow a minute for thought, and then let those who think they have a correct answer, indicate it by rising, or by raising the hand.

5. Call upon some scholar for his answer, and the solution of the question. Let him commence, and let others "take it up," so that the attention of all may be secured, and the explanation understood.

6. Let the reasoning be most rigid, the attention fixed, the language correct, the tone of voice proper, and, in short, let the pupil feel that he is engaged in an important exercise.

7. Let the exercises of the book be occasionally varied by examples proposed by the pupils or the teacher. Let there be a weekly examination; divide the class, and let one part question the other under such restrictions as the teacher may impose.

8. Avoid dullness; let there be life in all that is done. If the interest flags, stop and rest a moment, and then go on with redoubled energy.

Each teacher will adapt his instruction to the peculiar wants of his class, of course, so that no very definite directions can be given. Parents sometimes object to the introduction of this branch into school. Under such circumstances, let the teacher be forbearing and explain the matter, and we are confident that any person qualified to teach it, can convince any parent of its importance in a short time. Let those who have neglected this important branch think of this subject, for upon scarcely anything depends the prosperity of a school more than upon this.

Rev. M. P. Kinney, for several years past connected with the schools of this city as Superintendent, has resigned. At the charter election of 1853, he was elected to this office against a strong opposition, since which time he has been unanimously chosen; both political parties thus endorsing his official action.—Much of the prosperity of the Racine schools is due to the intelligent and efficient manner in which he has performed his duties. At the time he became Superintendent, the schools were unorganized, and few places in the State were more poorly provided with good school accommodations. Under a school law confessedly imperfect, the affairs have been so administered as to develop in the minds of community a lasting confidence in the Union School system. We presume few men, in the discharge of difficult duties, have made more friends and so few enemies. This has resulted from a firm, conscientious discharge of duty, without fear or favor.

In his intercourse with teachers, Mr. Kinney has been fortunate, securing their respect in all cases, and in most a warm regard. They will regret the circumstances that required his re-

signation. Among them he will find his warmest friends.

We understand that duties towards the church of which he is pastor, as well as declining health, have made it necessary for him to withdraw his official connection, though we trust not his interest, from the Public Schools.

VISIT THE PARENTS.

TEACHERS are not acquainted with the parents of pupils, as a general thing, and thus labor often at great disadvantage. "When we went boarding round," we became acquainted, and this was one of the redeeming features of the itinerating, lodging system. A teacher should visit the homes of his pupils. Few parents will fail to welcome the teacher of their children. If he be a true gentleman, he will alway be welcome. Without an acquaintance with the parents, we almost inevitably fail to secure their co-operation, and we are more liable to suffer from misrepresentation or mistake. Pupils will be less inclined to respect those who are not well spoken of at home. Besides we may by a little exertion make our influence felt for good in promoting all the important interests of community. By becoming acquainted we become more influential in advancing those educational objects that we may have in view.

The teacher can with propriety call upon the parents of his pupils, and thus take the initiative in forming an acquaintance—and custom makes it his duty to do so—most of the difficulties of school may be prevented by a general acquaintance in the district. In ten years experience we find no instance of serious dificulty with a pupil, with whose parents we were acquainted.

TEACHERS' INSTITUTES.

Since the publication of our last number, Teachers' Institutes have been held in various parts of the State. We publish the proceedings so far as they have reached us. We will thank our friends to send us an account of all educational gatherings for publication.

It is cheering to see the friends of education, amid the excitement that now surges over our land, moving forward in the line of duty, justly regarding the cause in which they are engaged as second to none in importance. Mere political triumphs are of little account, if prosperity attends our nation in the future as it has in the past, it will be as a result not of party success, but of education. As our limits extend, as we develop our material forces, we must develop our intellectual and moral also, or we perish.

UNQUALIFIED TEACHERS.

I will tell you what I think of the capabilities of an ignorant or unqualified Teacher.

At the other end of a long street in our town, there stands a respectable looking building, as wide as long—and not very long either, over the door of which a white wooden sign tells you that within a grocery is kept by Mr. W. Brown.

Now, Mr. W. Brown was born in a county town, and bred a cooper; a very excellent barrel, too, he could make. But it occurred to Mr. Brown, once of a day, that the coopering trade was a hard profession to follow, and straightway he concluded to throw up the old business, and go into something at which he might more easily earn the bread for Mrs. Brown and little Katy, than at the old tune of rive and shave.

The result of this proceeding was the grocery aforesaid. The usual varieties of the trade are to be found in Mr. Brown's establishment. The first impression that settles upon a customer on entering, is that of hot weather and codfish.—To be sure the season of the year calls for the weather, and Mr. Brown's codfishes have floundered themselves into a pile on the floor at the back end, between the molasses and lamp-oil. His cheese, the forlorn little piece left by the flies, has tented itself down on the counter in the shadow of a log-pen made of tobacco.—Several specimens of herring have quietly moored themselves on his shelves, to enjoy the mingled sweets of his raisins and his candy. A quantity of starch has hid itself in a box under the shelves, but is yet a prey to the rats and mice. Sugars—white, brown and black have hived themselves in barrels under a board, for better protection from a stack of bar soap which

seems intent on not obeying the laws of gravitation. His butter has packed itself away in a patent pail, on the other side, in company with some pumpkins and cabbages. Mrs. O'Deiscoll couldn't sell her butter down town for the highest price, so "to be sure she'd thrade it wid Misther Brown; he's sich a nice mand, and don't find fault."

Tea, coffee and crackers, with the usual varieties of pepper, spice, salt and saleratus are to be found in the several departments of Mr. Brown's grocery. On the front window several ancient lemons lay basking in the sun, while just behind the door a pile of feeble looking onions and beets are dozing in the friendly shade of a potatoe barrel; a cow-bell dangles from a nail upon one side, the clock ticks from its shelf on the other, and Mr. Brown's black dog, Growler, stalks up and down between, scenting the heels of his customers' boots.

Now this is a genuine grocery. Mr. Brown is a well dressed man, and sells cheap.

But would you send Fanny there to buy butter for her biscuit, or cheese for your teatable. Would you put William there an apprentice to learn the Grocer's business? Why not? Oh! Mr. Brown's grocery is not neat and tidy, your stomach quakes at the thought of eatables coming from his place; and he has neither system, energy or knowledge of business in him to impart to others. You want your boy to acquire correct business habits, and you will have him under the example of a correct and thorough business man. Precisely.

But suppose Mr. Brown were keeping school in your neighborhood, wouldn't you send Fanny and William to him? Why! Couldn't he teach them reading, spelling and arithmetic, and train them into systematic modes of thinking, neatness of person, gentleness of disposition, quickness of action, and clearness of perception, any better than he could your son in the modes of packing away articles, marking the parcels, keeping the accounts, and selling the wares of a grocery? He can't indeed.

Mr. Brown's school will be just like Mr. Brown's grocery. You can tell it by a glance through the door. The very air will have a codfish taint. Everything is slipshod. The discipline is slipshod, the recitations are slipshod, the books and the studies of the school are rendered vastly more a disrelish to the hearts and the brains of the children than Mrs. O'Driscoll's butter would be to their stomachs, and their manners are as unseemly and as uncared for as those of the Grocer Brown's black dog Growler. Such persons, when they go into the school-room, undertake to teach things they never knew themselves, and to train precious little children in qualities of heart and soul which they never themselves practiced or appreciated. A slovenly, incompetent teacher should not be allowed the charge of a school one day. He should be turned out to be a clerk, grocer, cooper, ditch digger, or to starvation.

WAYSIDE.

ITEMS.

☞ An Educational Convention was called to meet at Mineral Point, on the 14th inst.—Our friends in that place are making efforts to elevate the Public Schools. We visited them about a year ago, and were fully persuaded that "something ought to be done." During the past year much has been done to arouse public attention, and we hope soon to hear that Mineral Point is to realize the benefits that result from a good system of Public Schools.—We can assure the people there, that, as a pecuniary enterprise, twenty thousand dollars could be well invested, while the direct benefits in intellectuality and morality, would be incalculable.

☞ We understand that the Teachers of Jefferson county, at their late meeting at Watertown, had a very pleasant and profitable session. We regret that we have not received the proceedings. It would add much to the interest of our *Journal*, if the Secretaries of the different County Associations, would send us a copy of the proceedings at as early a day as practicable. We cheerfully publish all that is sent of an Educational character.

☞ We notice that the people of Waushara county are awake. An Educational Convention was called, to meet on the 3d inst., but we have not received the proceedings yet. In all parts of our State the Teachers are moving. The Northern part of the State is particularly active in holding Institutes, and in arousing public attention.

To the Most Worthy.—The Wesleyan University, at Middleton, Conn., recently conferred L. L. D. on Daniel Chace, who has taught a good school for a quarter of a century. Brown University, at the last Commencement, conferred L. L. D. upon John Kingsbury, of Providence, who has been a Teacher for thirty years. Such honors are a little too common, but we are glad to see them bestowed upon worthy men.

Massachusetts State Reform School for Boys.—This School at present numbers 570 boys, of whom 140 work on the farm, 120 manufacture shoes, 116 sew and knit, 60 make cane seats, while the others are employed in the various departments of the Institution.—*Massachusetts educates all her children.*

State Reform School for Girls, at Lancaster, Mass.—The exercises connected with the opening of this Institution, took place on the 27th of August. It is designed for the reformation of girls between the ages of seven and sixteen.

☞ The New Hampshire *Journal of Education* will soon be published by the State Association. Friends of Education in N. Hampshire are making great effort to advance the cause.

☞ The people of Monroe, Greene county, are making an effort to erect a School edifice, to cost about $10,000. Success to all such undertakings.

☞ Married, at Racine, on the 5th inst., Mr. O. D. W. Robinson to Miss Elvira Searle, teacher in the Racine High School.

☞ We regret to hear that Mr. Geo. McWhorter, Principal of 1st Ward School, Milwaukee, was seriously injured a few days since, by a fall from an embankment where the street had been lately graded. We hope to hear of his speedy recovery.

☞ James Cruikshank has been appointed Resident Editor of the *New York Teacher*, in place of A. Wilder, who has become one of the Editors of the *Journal of Education and College Review.*

BOOK TABLE.

Cornell's High School Geography.—This volume completes Cornell's series of Geographies. The claims of this work to public favor are

1. It is arranged on a truly inductive system.
2. Its arrangement is clear and practical.
3. It is interesting.
4. It avoids on the one hand multiplicity of facts, and on the other a meager outline of the subject.
5. It embraces a system of Reviews.
6. It embraces recent explorations and statistics.

It is creditable to the House that publishes it, and we think it will be found adapted to the wants of our High Schools. The improvements made during the last few years in textbooks on Geography have been great, and this series embraces a large share of them. *Published by D. Appleton & Co., 346 and 348 Broadway, New York.*

Tate's Philosophy.—This work by Prof. Tate, of the Kneller Training College, England, is admirably adapted to High Schools and Academies. It has passed the ordeal of criticism in England, and we feel no hesitation in commending it in the strongest terms. In addition to the subjects embraced under the head of Natural Philosophy, there is a fine treatise on Experimental Chemistry and an exposition of those principles that relate to agriculture.—This we regard as a desirable feature. In many of our country schools neither *time* nor *means* admit of special attention to agricultural Chemistry, but with this work a taste may be formed and such knowledge may be gained as will be of great value. The part on Astronomy and the use of Globes we regard as of a special interest to teachers.

The whole work has been revised by C. S. Carter, Principal of Harvard School, Charlestown, Mass., and is published by the enterprising House of *Hickling, Swan & Brown, Boston.*

Pelton's Outline Maps.—We wish to call attention to the advertisement of J. H. Rolfe, who offers great inducements to District Boards to purchase Pelton's Outline Maps. These maps are so well known and so generally ap-

proved by teachers, that it is not necessary to speak particularly of their merits. Every school in the State should be furnished with a set, and it will be well for teachers to direct attention to them. These Maps are not only useful in teaching Geography, but they are ornamental, adding much to the appearance of the school-room, when hung on the walls. We can assure our friends that they will find Mr. Rolfe doing all he promises, in an honorable manner.

NORTH CAROLINA.—We have received the first number of the *North Carolina School Journal*, edited by Hon. C. S. WILEY, Superintendent of Schools. In 1840 with a population of 753,419 the attendance upon the schools was less than 20,000, while in 1856 with a population of less than 1,000,000, the attendance was about 140,000. That is what we call *progress*. Let the light shine. The surest guarantee we can have of the continuance of our national prosperity is the establishment of a system of Public Instruction in each State. This is what will "save the Union," and, let us add, *we believe nothing else will.*

DAVIES' UNIVERSITY ARITHMETIC.—We will only say in regard to this work, that after reading it with some attention, we concluded to put it to the only true test for a school book—that is, use in the school-room—which we have done with the most satisfactory result. In arrangement it is philosophical, in definitions clear and exact, in illustration admirable, and in the selection of questions all that a teacher can expect.

We would call the special attention of teachers—those who want a book as an instrument, with which to do good work—to this treatise, the result of years of toil and experience, on the part of a good teacher. *Published by A. S. Barnes & Co., New York.*

SANDERS' HIGH SCHOOL READER.—We expected a first rate reader, when the announcement was made that a High School Reader was in course of preparation by the Author of Sanders' Series, and we have not been disappointed. The reputation this series has acquired, is a guarantee of its worth, and we think the last of the series will enhance that reputation. *Published by Ivison & Phinney, New York.*

Above we have a cut of a Globe manufactured by MERRIAM, MOORE & Co., Troy, New York, which for correctness, beauty of finish, mounting and durability, we have never seen surpasssd. These Globes are rapidly gaining their way to public favor—and we would direct particular attention to them. Few of our schools are supplied with this very necessary article, and yet nothing is more important.—The amount of useful instruction which may be given by aid of a Globe, and the variety of problems that may be solved with it, make it one of the first articles of apparatus that should be purchased. It seems a waste of money to employ teachers to make a vain effort to teach Geography without a Terrestrial Globe and a set of Outline Maps.

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME I.—NOVEMBER, 1856.—NUMBER IX.

From the College Review.

READING AS AN ART.

BY REV. JOEL PARKER, D. D.,
Pastor of Fourth Avenue Presbyterian Church, N. Y.

I propose, in this paper, to treat of reading, not as a means of acquiring knowledge from books, but simply as an art—as a means of conveying precomposed thoughts and sentiments to the minds of others, in the best manner, by appropriate vocal utterance.

The word elocution covers a general ground which embraces two things—reading and speaking. Of these two arts, so nearly related, reading is the more difficult. One may speak with naturalness, and beauty, and force, and yet be unable to read, from a printed page or manuscript, only in a constrained, monotonous, and altogether artificial manner. But he that can read well, since he is master of a good elocution, under the disadvantage of being obliged to call up the thought by following the lines with the eye, can certainly speak better when free from such embarrassment. Hence good reading secures good speaking, while the converse is not true. One may speak well without being able to read even respectably.

It is obvious that reading, like singing, may be performed in an attractive manner without study. This can be done, however, only by persons of extraordinary gifts. It is equally clear that the rules of art, and long and assiduous practice, and careful study, are indispensable to any one's reading with a cultivated and natural utterance.

A distinction may be properly taken here, between giving the highest example of good reading, and setting forth the principles and processes by which the art is to be acquired. Of the former I dare not pretend to be capable, while I hope I may be able to offer suggestions of great consequence to those who have not enjoyed the opportunity of long and careful training under a competent teacher. If Pythagoras was too modest to denominate himself wise, and would only assume the name of a lover of wisdom, it may become me in this connection to say that I do not profess to be a good reader, but only a lover of good reading.

It is singular that good reading should be so extensively regarded as an attractive accomplishment, and yet, that so few persons should devote to the art any considerable degree of study. Mrs. Kemble drew crowds by her cultivated reading,

when she was obliged—if she would please the public in the themes chosen—to descend to a great deal that was mere mimicry; while men, delivering their own sentiments in precomposed words, read in so unskillful and unnatural a manner, that their auditors grow drowsy under the soporific influence, or become utterly disgusted with their mouthing and their bad emphasis.

Why is it that so few persons pay any considerable attention to reading as an art? Those who possess abundant means for the education of their children, expend large sums and devote a great length of time to accomplishments of less value.—A gentleman cheerfully lavishes from five hundred to a thousand dollars on the education of his daughter in music alone, and causes her to devote two or three lessons a week, under the best masters, for from three to seven years, that she may acquire an elegant accomplishment, and that, too, when it will not advance her very much in any useful employment; while the same man will not expend three hundred dollars, with three years' study of two lessons a week, for accomplishing his son in the art of reading, although every one knows that a cultivated utterance will go farther to advance him in his profession at the bar or in the pulpit, than anything else, save a good character and a respectable amount of professional and general knowledge. The reason is obvious. There is a want of faith in the good influence of cultivation, as applied to the art of reading. It is natural that these impressions should exist. As a general thing, those who have studied reading are worse than others.—They are more likely to exhibit an affected precision, a measured and inflated style, and an intolerable mouthing. It is unquestionably, a general fact that children, after they have once acquired an ability to read with a fair degree of fluency, read better between the ages of nine and eleven than after their education is completed. In early childhood they are simple, and, if they comprehend what they are reading, they are apt to utter the words and sentences in a natural and agreeable manner. Further instruction, in such quality and quantity as they commonly obtain at the schools, serves only to render them artificial—mere imitators of bad models.

This representation will not be regarded as unkind toward teachers, when it is considered that the greater proportion of them do not profess to have studied reading as an art. If any one should attempt to teach singing, drawing, or dancing with such slender preparations for their profession, not the least degree of success would be expected.

Before attempting to present the principles of the art, and the processes of successful culture, we must determine what it is that constitutes good reading.

If reading be compared with singing, which is more like a sister art than any other, a characteristic difference may be marked. Singing may delight an audience when it is not made the vehicle of any distinct thoughts. While it *may* send forth winged words with great executive force, the music alone can achieve a large share of the proper end of such a performance, without a single accent of vocal utterance. Reading, on the contrary, achieves nothing, except as it carries thoughts into the mind of the hearer, and impresses corresponding sentiments on the heart.

That reading, therefore, is the best which attracts least attention to itself, and most to the ideas and sentiments which it is intended to convey to the hearer.

This view may be elucidated and impressed by a comparison of reading as a medium of communicating mental phenomena, with glass as a medium of presenting visible objects. Before you is a WINDOW-*pane*. You are asked to look through it at yonder building. Your judgment is solicited in respect to the quality of the glass. If you tell me that you think it beautiful, and speak admiringly of the wavy ridges upon its surface, and the varied tints that adorn it, I shall immediately inform you that you have not comprehended the true purport of my inquiry. I wish to know your judgment of the *value* of a glass, in respect to the end for which it is employed as a medium of vision applied to the house in question. As soon as the matter is thus stated, you give a different answer. You say that it is a worthless pane of glass, and ought to be exchanged for another as near to perfect plainness and transparency as possible. The unevenness distorts the objects upon your gaze, and the tints invest them with an unreal coloring. You like better the adjacent pane in the same window. That is beautiful, you say. It presents objects in the perfection of nature. I ask you to place your hand upon it. You attempt it. Your hand passes through! There is no glass there! I ask you, Is it better than the other? You reply, Yes. The most perfect medium of vision is that which attracts no attention, but leaves the mind to rest on the object. Just so, that reading is the best which presents thought without diverting any part of the mind's attention to the elocution through which it is communicated. It follows from this exposition of the nature of the art, that a certain style of reading may elicit great admiration, and, at the same time, be very artificial, and quite unadapted to the ends of a just and true elocution.

Another kind may be commonly regarded as quite defective, because the art is carried to such a pitch as to leave the hearer meditating only on the matter presented, or if turned from it to the manner of the reading, nothing else can be observed except some natural defect which had not been entirely overcome.—To illustrate this point I will briefly describe the reading of two distinguished living speakers who exemplify these two styles of elocution respectively.

They read the following passage from Pope:

"Honor and shame from no condition rise,
Act well your part, there all the honor lies.
Fortune, in men, has some small difference made,
One flaunts in rags—one flutters in brocade;
The cobler aproned, and the parson gowned,
The friar hooded, and the monarch crowned.
What differ more, you cry, than crown and cowl?
I'll tell you, friend—a wise man and a fool.
You'll find, if once the monarch acts the monk,
Or cobler, like the parson, will be drunk;
Worth makes the man, and want of it the fellow,
The rest is all but leather or prunella."

The first reads with a full sonorous utterance, throughout. His tones are sweet and rich. Every syllable falls upon the ear with a distinctness that makes the whole passage appear as it would appear to the eye if it were printed in a golden type, and in large, distinct letters. The countenances of the whole audience are lit up with a glow of admiration, and men retire speaking of the splendid recitation. They have forgotten Pope, in their admiration of a beautiful and commanding voice. The other reader possesses a harsh voice, and a disagreeable drawl in his utterance. As he proceeds, his emphasis teaches you that "*condition*" is *not* the source of "Honor and shame;" that you must act "*well*"—that, that makes the "*difference*," and the whole is so managed that the passion and force of the speaker are held in re-

serve for that one word "WORTH," upon which the power of the passage depends. Before reaching this key-word you perceive a self-restraint, and an appearance of increasing earnestness and deliberateness, a something like spurring and reining in a passion at the same moment, till the crimson mounts to the face from the action of an irrepressible emotion when the word "WORTH" is uttered with such a volume and percussive force of voice as cause the sentiment of the entire paragraph to take full possession of the minds of the hearers. Men retire talking of that fine passage of Pope, and of the merits of that great poet. If they speak of the reader, it is to mark a defect; to say what a pity that he has such a disagreeable drawl. Yet, in spite of that defect, his reading has accomplished the only end that is worthy to be sought by the art. One has exhibited himself—the other has electrified his audience with the thought. It is easy to perceive which is the true artist.

There are two qualities which every good reader must acquire, and yet they are very likely to be regarded as of more consequence than they really possess—I mean a distinct utterance and a correct pronunciation. Reading certainly can not be impressive without a general precision and distinctness of enunciation. It has been justly said that the reader's words should "fall from his lips like new coin from the mint—each one being of due weight and possessing a sharp image and resplendent surface." Yet precision may be carried to an extreme, or may be employed in just measure even, without securing a good elocution. The same general remark may be made in respect to pronunciation. But, as a correct orthoepy and precision of utterance are both easily attained, it is a shame for any scholar to fail greatly in these respects. Precision may be acquired by a little careful vocal training. The habit of a correct pronunciation may be secured by observing the usage of the best speakers, and by settling doubtful questions on the authority of those orthoepists who are acknowledged judges, as having thoroughly investigated the pronunciation of every word, both from general use, and the analogies and laws of the language.

It may be observed, in passing, that a correct pronunciation is of chief consequence in those words that are of most frequent recurrence. For instance, if you should commit errors in pronouncing foreign names or very unusual words, it would be justly regarded as pardonable, but if you were to mispronounce words in the verb to be and in constantly recurring particles—if you should say ben for been (bin), air for are (ar), agane for again (agen), against, with ai long, as in pain, instead of agenst, dooz for does (duz), it would be unpardonable. There is also a considerable class of words liable to be mispronounced by giving them in reading a precision such as is allowable only when they are emphatic. The possessive pronouns *your* and *my* are examples. In conversation we say, Give me your (yr) hand; I put on my overcoat and went out. In reading, even where no emphasis demands it, it is common to utter these words with such a fullness as—You (yew) give me your (ewer) hand in good faith; I put on my overcoat and went out. Yet, your, when not emphatic, ought to be pronounced as (yer) in the word lawyer.

An opposite fault in pronouncing occurs in large classes of words, in which some of the primary elements of the sounds are changed in their quality when they ought to be only diminished in force.—

Thus in *president*, *resident*, and *eminent*, the French sound of the *i* ought to be retained, as also the short sound of the e in the termination ent. The word president must be so pronounced that it shall not appear as an affected precision, as if it were prez-eedent, yet the elementary sounds must not be so changed that, in the case of strong emphasis, it would become pres-ud-unt. An elegant pronunciation is worthy of attention because it adds something to the excellency of good reading. And yet precision of utterance and a correct pronunciation are but as "the tithing of mint, anise, and cumin." The weightier matters are the intonations, varied perpetually in quality and force, presenting thoughts in their just light and shade to the ear, as painting presents to the eye the objects of vision.

These intonations are mainly exhibited in *emphasis, its opposite, and the adaptations of sounds to sense.* Inflections may be omitted, because one can scarcely fail in them if a proper habit be once secured in the three particulars just mentioned.

The subject of emphasis is one of primary importance, and is of the more consequence in this discussion, because inadequately treated in the books. I must speak of the nature of emphasis, or the manner of making it, of its place and its proportions.

Emphasis consists in every thing belonging to utterance by which a reader or speaker draws especial attention to a word or phrase. It involves six particulars. The first is that stress of voice on the accented syllable of a word which is commonly denominated emphasis. If you say, "Honor and shame from no *condition* rise," a degree of emphasis is imparted to the word condition, by a particular stress on the second syllable, thus, con-*di*-tion. If you will increase the emphasis with ease to yourself, a second natural device for securing the object is a clear and full precision in the utterance of the whole word, thus, "Honor and shame from no CONDITION rise," pronouncing the entire word with great precision. Do you mean to say he is a scoundrel? Yes, I do. I mean to say he is a *con-sum-mate* scoundrel. Here a slow, distinct utterance of all the syllables greatly increases the emphasis. Kean has been criticised as guilty of a great affectation in exhibiting the doubling of the m in the word summer in this passage: "Now is the *winter* of our discontent made glorious sum-mer by this son of York." But, it was no affectation unless, indeed, the emphasis may have been stronger than the sense required. In uttering the whole of an emphatic word with a marked precision, the voice does for the ear what the compositor does for the eye, when he prints the entire word in capital letters. Precision, then, is as clearly a part of emphasis—a means of drawing attention to the word—as is stress on the accented syllable.

A third element in emphasis is a pause before the emphatic word. To take the sentence just now recited, you will observe the emphasis may be augmented by a pause before the word summer. Let this pause be represented to the eye by a vacant space before the word. "Now is the winter of our—discontent made glorious—summer by this son of York."—The pause before the emphatic word is not unlike that gathering and adjusting of the muscles which a man displays when he is about to deal a vigorous stroke, or to make a powerful leap. Nor is it less manifest that a pause after the emphatic word adds a fourth element to the emphasis. You may observe it in the

same passage—"Now is the winter of our discontent made glorious— summer —by this son of York." A fifth means of augmenting emphasis is by changing the manner instantly and totally *after* the emphatic word. This consists in falling at once, and, as it were, perpendicular into a colloquial style of utterance. Refer again to the same passage, and observe the change after the word summer. "Made glorious—summer—by this son of York." One thing more is often employed with great advantage, as a sixth device for strengthening an emphasis; I mean a circumflex on the emphatic word. The circumflex is justly considered a great blemish when too freely used in reading. It is that which, when it prevails, constitutes a disagreeable drawl. Yet, in its place, it is an element of power. Take an example of it on the word "*more*," in the passage fron Pope:

"Honor and shame from no condition rise,
Act well your part, there all the honor lies.
Fortune in men has some small difference made;
One flaunts in rags—one flutters in brocade;
The cobler aproned and the parson gowned,
The friar hooded and monarch crowned.
What differ—*more*—you cry, than crown and cowl?
I'll tell you, friend—a wise man and a fool."

I have thus shown that emphasis consists in the six following things: stress on the accented syllable; precision in enunciating the whole word; a pause before the emphatic word; a pause after it; a sudden and total change of manner after the emphatic word, and a circumflex.

These various modes of creating and strengthening emphasis give to the reader the advantage of securing, when he chooses, a powerful emphasis with little physical labor, and also enable him to employ stress of voice on one word in a sentence, while an almost equal emphasis is given to another word, in the same sentence, in a quiet and easy manner.—Thus if you take the first couplet of Streets' poem of "The Grey Forest Eagle," you have at least four emphatic words.

"With *storm*-daring pinion and *sun*-gazing eye,
The gray forest *Eagle* reigns *King* of the sky."

The words *storm* and *sun* are in a small degree emphatic, and the emphasis may be marked by a slight stress of voice, and a pause follows each, while the word *eagle* and *king* demand more prominence. The word eagle must receive considerable emphasis, as being the only object of interest presented to the sentence, and as brought forward for the first time. But the word king suggests still greater majesty and consequence. The emphasis on eagle may, therefore, be made by a circumflex and slightly increased force of utterance, reserving for the word king, which is of greater moment, that broad, deep, percussive force which gives the greatest effect, and which, on that account, ought to be used sparingly.

"With *storm* daring pinion and *sun*-gazing eye,
The grey forest EAGLE reigns KING of the sky."

Thus it may be seen that the various methods by which emphasis is created, give the cultivated reader power to distribute the emphasis with ease to himself, and to employ such varieties as are natural, and agreeable to the hearers.

The finding of the emphasis is confessedly one of the most difficult things in the art of reading. This difficulty may be diminished somewhat by specifying a few entire classes of words that are *always* emphatic, except where the emphasis has been just before employed, and where it is consequently implied, and not to be repeated.

Adverbs of negation are always emphatic. They are employed to deny what were else asserted in the sentence. The very design of emphasis is to bring out the sense, and the sense of the sentence denying anything hangs upon the negative particle. There may be another emphatic word in the sentence, but there is so much the greater necessity that the negative should be also emphasized, lest the hearer should understand you as affirming what you intend to deny. But if you take a succession of negative propositions, after *one* emphasis on the negative particle, it may be diminished in the next, and then be thoroughly kept down to the end of the series. Thus, if you take the five negative commandments in the second table of the Decalogue, you will perceive that the emphasis passes entirely away so soon as it comes to be understood, from the similarity of the successive sentences, that it belongs to them. Thus we read—"Thou shalt NOT kill." We then make it less—"Thou shalt *not* commit adultery." We then dismiss the emphasis through the entire series; as it is a rule never to employ emphasis where it is not necessary to a full development of the sense upon the ear. The first *not* is uttered with a distinct force. The next one with less. After that, every *not* is pronounced in the lightest manner, as if it were written n't, without any vowel sound, and every *nor* as if it were n'r, without a vowel—thus:

"Thou shalt NOT kill."

"Thou shalt *not* commit adultery."

"Thou shalt n't steal."

"Thou shalt n't bear false witness against thy neighbor."

"Thou shalt n't covet thy neighbor's house, thou shalt n't covet thy neighbor's wife, n'r his maid servant, n'r his ox, n'r his ass, n'r *any*thing that is thy neighbor's."

For similar reasons, *never* and *ever* and *always* follow the same law; they are always employed to give emphasis to the assertion with which they are connected. For the same reason, negative particles in composition are always emphatic. Thus *un* is *never* unemphatic. I am *not*, indeed, *un*aware of the fact that many good readers say unblemished, inexcusable, and unlovely, without any stress on the particle *un*; but the clearness and force with which ideas are brought to the mind through the ear are quite manifest when a small degree of emphasis is put upon such particles; and when the words with which they are joined become strongly emphatic in conversation, the law becomes quite perceptible. Thus a man speaking in tones of severe censure, says his conduct is totally *in*excusable, and that it was most *un*wise for himself.

To diminish still further the difficulty of finding the emphasis, two sources of mistake may be specified in this respect.

In the first place, the love of euphony often draws the attention of the reader away from the proper place of the emphasis. If one has the least degree of music in his soul, he will feel inclined to bring out his brilliant tones on brilliant words, and to avoid the expending of his powers of decoration on ill-sounding expressions.

Take, for instance, the particle *but*, which, as implying an opposite meaning of great force, often demands a strong emphasis. It can not be strongly emphasized without seeming inelegant.—Yet the homely force with which it is often uttered in conversation, ought to appear in a passage like the following: "I am the *least* of the apostles, and not meet to be called an apostle, because I persecuted the church of God. *But*, by the grace of God, I am what I am." There is another word in this same passage,

where the love of euphony will draw aside almost every reader from the true emphasis. It is commonly placed on God. It is read, "I persecuted the church of *God*." Yet it is not the church of *God*, in opposition to the church of some *other* being. *Church* is the emphatic word. If the phrase "of God" were left out, the sense would be complete. Besides this, it is difficult to our organs to spend their force on the word church, when it is thus connected. If *church* had been the last word in the sentence, it would have been easy to say, "I persecuted God's *church*." It is difficult to say, "I persecuted the *church* of God," emphasizing the word church, and keeping down the word God. In the gospel according to Luke, in speaking of the appearance of the angels, the writer says, "And it came to pass as they were much perplexed thereabout, behold, *two* men stood by them, in *shining* garments."—The rhythm of the sentence would seem to demand that the emphasis should be placed upon the words *men* and *garments*, and nine out of ten would read it: "Behold, two *men* stood by them in shining *garments*." And yet the fact that two *men* were there in opposition to women, or children, or angels, is not the idea of the writer. He draws attention to the idea, that where they expected to see nobody—nothing but a silent tomb, on which the gentle mists of the morning were descending—they saw living personages, *two* of them. That they were invested with garments was not remarkable, but their clothing was *bright*. If the sentence were so constructed by the collocation of the words and phrases of which it is composed, as to make it easy for the organs of utterance to put the emphasis on the right words, no one would be likely to have misplaced it. Suppose, then, the thought had been thus expressed: "Behold, there were persons that appeared to them, *two* in number, and the garments which they had on were *shining*." Then no one would have misplaced the emphasis.

Another instance may be cited from the same chapter. Let it be read first, as nearly as possible, correctly, in every other respect, except with the omission of the most important emphasis in the whole paragraph—"And the *one* of them, whose name was Cleopas, answering, said unto him, Art thou only a stranger in Jerusalem, and hast not known the things which have come to pass there in these days? And he said unto them, What things? and they said unto him, Concerning Jesus of Nazareth, which was a *prophet*, *mighty* in *deed* and *word* before God, and all the people." The principal emphatic word is *things*. If *events* had been employed instead of things, no one would have thought of placing the emphasis elsewhere. Let it be so read, and then again, let it be read with the word things in its place, and you shall see that there is something in the word *things* which leads us to avoid making it prominent. The sense alone, and not euphony, must determine where the emphasis shall be placed.

The second source of illusion is found in a disposition to give prominence to every word which is in itself striking, or which is of great intrinsic consequence. Hence it is that the word God, in the phrase, "I persecuted the church of *God*," *seems* to demand an emphasis, and hence, also, a great part of cultivated speakers, in the pulpit, always pronounce the name of the Divine Being with a power of voice which corresponds in some degree with their sense of his awful majesty and greatness. And hence, too, the boys at school, especially those that can declaim better than others, endeavor to imitate

those majestic sounds that roll along the heavens, when they come to the word thunder. It is obvious enough in such cases, that their admiration for that sonorous and expressive word leads them into what might be denominated, in the language of the boys, "a thundering mistake."

We are now prepared to appreciate a rule for determining the place of the principal emphasis in a sentence.

That word claims the place of highest emphasis which can not be taken away without destroying the sense.

Hence, no word that can be omitted without greatly injuring the sense, has any claim to emphasis. Apply these rules to those passages before cited. "I persecuted the church." If "of God" be omitted, the sense is not impaired. If you leave out church, and say, I persecuted God, that is not the sense of the writer. If you omit *shining*, and say two men in garments, the true idea is lost. If you utter the word shining, though the omission of garments renders the sentence grammatically *in*complete, the sense remains.

In distributing the emphasis, it is to be observed that there is always one word of principal emphasis, and all others are to be kept down, in comparison with it. Thus, in the couplet from Street, "*storm*" and "*sun*" are nearly equal; "eagle" demands more force, and the word "king" crowns the sentence by a superior emphasis.

In the paragraph cited from Pope, the emphasis must be all varied to suit the comparative importance of the thought expressed by each. But all are held in a sort of abeyance to one word—"*worth*"—the word upon which the force of the whole paragraph turns. See the passage on page 196.

The great difficulty to be overcome, in respect to the proper employment of emphasis, is found in the tendency to emphasize too many words. This leads us to consider another quality belonging to good reading; I mean the opposite of emphasis. This is the most difficult of all acquisitions relating to a good elocution. If you take the first and second verses of the fifteenth chapter of St. Paul's first letter to the Corinthians, and attempt to keep in proper colloquial tones the unemphatic parts, you will find it a task of sufficient difficulty. "Moreover, brethren, I declare unto you the gospel which I preached unto you, which also ye have received and wherein ye stand.—By which also ye are saved if ye keep in memory what I preached unto you, unless ye have believed in vain." The first word that is worthy of the least emphasis is *gospel*. For this word the reader ought to reserve himself. All that goes before it must be kept in the most colloquial possible undertone. The next emphatic word is "*received;*" "which I have preached unto you and which also ye have"—is all so well understood as to demand nothing above the plainest monotone. "Stand" is the next emphatic word. "Saved" requires more emphasis, and the whole sentence falls off in a lighter stress upon "vain."

Now it is not difficult to perceive that the emphatic words are "gospel," "received," "stand," and "vain," with a slight stress upon the word "memory." But to keep the other parts of the sentence down by such a low pitch and quality of tone as shall show them to be comparatively unimportant, this is the most difficult work of all that belongs to reading as an art.

No other work demands so imperatively the assistance of the living teacher.—Yet, it is clearly enough seen in nature, if you watch for it in conversation.

It is probable that more than four-fifths of all our utterances would be heard with difficulty, in conversation, if it were not for the influence of emphatic words. Colloquial discourse runs along as if over undulating ground. Emphasis is a torch-light breaking suddenly out on each high place, and throwing illumination upon the lower march of comparatively unimportant narrative and connective words and phrases.

Nor are these subdued portions unimportant to emphasis. Emphasis is that which distinguishes some words as more important than the rest of the discourse. But the effect is produced, not so much by a contrast of the emphatic word with the rest of the discourse as a whole, as by the contrast between the emphatic word and immediately adjacent members of the sentence before and after it. The mass of common readers, of the better class, travel as if upon a high level, for emphasis, erecting hillocks of various sizes upon the plain. A natural reader undulates in his discourse, now going below the level, and now rising above it.—Hence two equally emphatic words that follow each other in the most proper and effective utterance, are not to be measured by their elevation above the plane of the horizon, but by the height of their summits above the bottom of the trough between the waves. These low and creeping motions are to the emphatic bound of the voice, what the quiet and strength-gathering movements of the lion are to his exulting leap when he seizes upon his prey. True, there is plenty of room for affectation here, and many a tyro has torn a passion to tatters in a ridiculous aim after effect. Naturalness comes from that sensibility which causes the sentiments and passions to rise and fall under a just perception of the ideas to be communicated.

But these sensibilities are as susceptible to culture as any other faculty of our nature.

What has been said of keeping down unimportant words and members of sentences, has an application to paragraphs and to an entire discourse, as well.

The most splendid paragraph in a discourse has in it an emphatic point that stands out and glitters like a diamond in its golden settings. That sentence can not be presented in its relative importance by mere force and energy and passion, as indicated in a particular sort of utterance. It depends greatly upon what goes before—upon a quiet and seemly preparation for a natural and forcible outgush of voice and feeling. So there is a paragraph, or at least a small portion of a discourse, that rises like a Mount Blanc among the Alps, and the whole discourse ought to be so managed by the voice as to collect its mightiest energies to give effect to such a passage. A skillful writer places such paragraphs in his peroration, so that a growing warmth from the progress of the subject may prepare the feelings and the organs of utterance for their utmost, just at the time when the point is reached that demands it.

A skillful reader, then, will not use his powers to their utmost in the first part of his effort. He will expose his sensibilities to be acted upon by such a quiet influence, at the first, as to leave room for rising to the very end. His nature will be held in such a reserve, that its action shall be as the oak that feels the wind.—Its leaves first rustle in the soft breath of the zephyr, its twigs then bend and whip the foliage in the breeze, then its boughs toss their giant arms about in the gale, and finally the whole tree sways back and forth, almost sweeping the ground under the influence of the storm-wind.

When reading is considered in the light in which it is now regarded as the utterance of a whole discourse, it is a matter of great consequence to learn to finish a point, and to drop the tone when the thought is dropped. An artificial reader perceives that an effect has been produced by rising in force and emphasis till the point has been made. He naturally wishes to continne this effect, and so continues the quality of utterance that indicates the passion just expressed. It is a great art to throw off a passion when it is done with and begin anew.

It is from neglecting a due attention to this point that almost all good readers are addicted to mouthing. A young speaker admires oratory. He listens to the captivating eloquence of an orator like Patrick Henry, or Dr. John M. Mason, or Henry Clay. He is entranced by one of their impassioned paragraphs. He thinks he will imitate them. He will apply it to his whole discourse. This is mouthing. If he will read naturally and well, he must forego this vain ambition to exhibit himself, and only cultivate his sensibilities and powers of utterance, and break forth in strains of passion only where passion compels him to do so. When that passion has expressed itself, he must throw it off; he must begin again.

There is one more quality essential to good reading—the adaptation of sound to sense. No one can fail to observe that there is a large class of words in which the sound is naturally associated with the ideas intended to be conveyed. Such are the words crash, rattle, slip, smooth, rough, etc.

Now it will be found on careful inspection, that a far larger share of words possess these adaptations than is commonly supposed. If any man wishes to study reading as an art, let him compare the tones which the common people associate with individual words, and he will find that almost every word has its appropriate tone. The boy that speaks to his playmates of his kite as *away*, *away* in the distance, will give a tone to the word *away* that belongs to the idea conveyed by it. There is a tone characterizing numbers when spoken of as large—

"Passing rich with FOR-ty pounds a year."

a sum that seemed large to the poor peasantry. "He was seen of above five hundred brethren at once."

Such words as *bright*, and *glitter*, and *shine*, admit of a tone of an analogous quality—a tone that can not be described indeed. Like the metallic lustre of a butterfly's wing, you can perceive it when presented, but it vanishes as that insect-brightness does under the touch of criticism. It is not necessary, to be sure, for the learner to talk always loud when he speaks of thunder, nor in a whisper when he speaks of noiseless dew-falls.—But observation and culture will lead to constant and valuable attainment in this respect. It is said of Dr. John M. Mason that when reading the passage "If ye have faith as a grain of mustard seed, ye shall remove mountains," there was something in his tones that made a grain of mustard seed seem exceedingly small, and the mountain very large; and when he compared Napoleon to "a Bengal tiger crashing in his jaws the bones of nations," such was the painting employed in the adaptations of sound to sense, that the auditors seemed to see a monster, and to hear the crackling of bones.

In conclusion, we can only say, that the great desideratum, in respect to reading, is that it should be installed in its proper place among the most attractive and useful arts. At present it is really no part of education. Boys are taught

to pass fluently along in the utterance of English sentences. They declaim a few times in college. A few instances of false emphasis are corrected. They are taught how to modulate the voice in asking a question. Some have had possibly what would amount to the training of a professor in a drill of ten separate hours in a course of four years' study. If young misses are sent to a dancing-school to acquite a trifling and comparatively useless, if not dangerous accomplishment, they must go two or three quarters, perhaps as many years, that they may move gracefully and smile bewitchingly from behind a fan. If music is to be learned, three, four, or five years under masters, at an expense of one or two thousand dollars, is nothing. Drawing and painting are prosecuted for years under accomplished masters. Yet the men that are to grace the bar, the senate chamber, and the pulpit do not have one quarter's teaching under a professor who has mastered his art. The teachers are not taught. Where is the teacher in our schools that has spent ten, five, three years, or even one, in preparing himself for teaching reading? A man that should offer to teach a singing school in a country parish with such slender preparation, could cherish no hope of finding employment. He that shall introduce reform into our schools, or establish a professorship where public men may acquire the qualifications of a natural, graceful, effective elocution, will render a great service to his generation.

JUSTICE.—An early and deep rooted sense of justice, strict justice, is the proper soil wherein to nourish every moral virtue; and there it should be the constant care of parents, assiduously to instil its importance into the tender minds of their children. The feelings of benevolence will never be uniform nor extensive in their operations, unless they are supported by a strong sense of justice.—The most scrupulous integrity, liberality, fair dealing, and honor, consistent with doing unto others on all occasions, as they would be done unto, ought to be early and forcibly inculcated, by example as well as precept. So far from indulging a smile at any instance of selfish dexterity, they should see that we view it with disapprobation.

IS IT COME?

The following is the poem that attracted the attention of the Marquis of Lansdowne, and induced him to make a present of £100 to the authoress, Miss FRANCES BROWN.

Is it come? they said, on the banks of the Nile,
  Who looked for the world's long-promised day,
And saw but the strife of Egypt's toil,
  With the desert's sand and the granite gray.
From the pyramid, temple, and treasured dead,
  We vainly ask for her wisdom's plan;
They tell us of the tyrant's dread—
  Yet there was hope when that day began.

The Chaldee came, with his starry lore,
  And built up Babylon's crown and creed;
And bricks were stamped on the Tigris shore
  With signs which our sages can read.
From Ninus' Temple, and Nimrod's Tower,
  The rule of the old East's empire spread
Unreasoning faith and unquestioned power—
  But still, Is it come? the watcher said.

The light of the Persian's worshipped flame,
  The ancient bondage its splendor threw;
And once, on the West, a sunrise came,
  When Greece to her Freedom's trust was true;
With dreams to the utmost ages dear,
  With human gods, and with godlike men,
No marvel the far off day seemed near,
  To eyes that looked through her laurels then.

The Romans conquered, and revelled, too,
  Till honor, and faith, and power were gone;

And deeper old Europe's darkness grew,
As, wave after wave, the Goth came on.
The gown was learning, the sword was law,
The people served in the oxen stead;
But even some gleam the watcher saw,
And evermore, Is it come? they said.

Poet and Seer that question caught,
Above the din of life's fears and frets;
It marched with letters, it toiled with thought,
Through schools and creeds which the earth forgets.
And statesmen trifle, and priests deceive,
And traders barter our world away—
Yet hearts to that golden promise cleave,
And still, at times, Is it come? they say.

The days of the nations bear no trace
Of all the sunshine so far foretold;
The cannon speaks in the teacher's place—
The age is weary with work and gold,
And high hopes wither, and memories wane;
On hearths and altars the fires are dead,
But that brave faith hath not lived in vain—
And this is all that our watcher said.

For the Journal of Education.

DISCONNECTION OF SUPERINTENDENCY AND POLITICS.

The safety of our government depends upon the proper education of the people. The importance of this education was felt by the Pilgrim fathers. The early adoption of measures to secure the desired result, was the practical working of that feeling, which has "grown with our growth and strengthened with our strength," until every individual has become, in theory at least, a friend of education.

Many, however, are friends only in theory; for, unlike our forefathers, they fail to show their faith by their works; or, what is worse, in influencing or controlling the actions of others, in hindering the adoption of important measures under the plea of caution, they show a strange disregard to the success of the cause. Still the mass, we are obliged to believe, think seriously and act conscientiously, if not always wisely. This is manifested in the organization of school districts, in building school houses, in employing school teachers, but more to our purpose, in the choice of persons to superintend their educational interests.—Is a local Superintendent to be chosen? If there is one who is known to be an active laborer in the cause, he is chosen without reference to what party or sect he belongs to, though a candidate for a lower office might be questioned as to his political faith.

This might appear untrue to one who has not carefully examined this matter, to one who has only noticed how closely drawn are party lines, and that the *successful candidate* for this office generally belongs to the *successful party*. But it will be found that there are other than party reasons for this; that in too few instances is one of the candidates *known* to have the qualifications requisite to entitle him to hold the office in preference to his opponent. Yet as often as this is the case, the result is sure. Such instances, though not frequent enough, tell well for the cause of education generally, but far better for the favored localites which are thus blessed. These always show their appreciation of the good resulting from such a choice by adhering to their course whatever may be the changes otherwise.

It would seem that people showing such interest in the selection of local school officers, would consistently guard against an opposite course in the selection of the officer who is to do more than any other, in prospering or retarding the cause of education in the whole State; the one who, waiving the question whether he should be a practical educator,

should so understand the wants of all as to work intelligently in meeting them; who should have a whole heart, and that warm in the love of education; who should ever be firm in the right; who, in fine, should be a *true man*, such that it would not be profane to say of him, "he reflects the image of his Maker;" one, who with the power given him by his knowledge, with zeal inspired by his love of human progress, and with purity of purpose drawn from principles within, could go forth "a workman who needeth not be ashamed." How and where shall such a man be found? Will he be found among the wire-working and office-seeking foam and scum thrown upon the surface by the varying winds of politics, and which receives what of purity it has from the great undisturbed ocean below? Not there. Men with whom so sacred a trust would be safe, are not found urging their claims to office among this wire-working scourge of our land. Though, "with the talents of an angel, a man may be a fool," yet to find men with purity of purpose like angels who have not fallen from their first estate, and still groveling with political hucksters, would be a strange sight indeed! They shrink back with loathing even at the thought of being placed before the public as candidates brought out by such means. Yet custom determines that the office of Superintendent shall be thrown into the lottery with other offices, and the people consent to it; even those who in the selection of local Superintendent act so wisely, do not persist in their opposition to it.—Occasionally a man manifest a little opposition, but generally the people are thoughtlessly indifferent, or agree in the course.

That the selection of candidates for Superintendent should be subject to all the party influences usually at work when political nominations are made, can but be regretted by every thinking, sincere lover of education. The wants of our school system are too great to leave the filling of its most important office to such chances, and too constant to admit of a good officer this term and a poor one next.

Conventions of all political parties, in dividing the *chances* for office, pay particular attention to giving every section of the State its share. If the members from one section fail to get "their man" nominated for Governor, their feelings must be conciliated by giving some one of their number a nomination for some other office. The divisions being made, the nominations having been given, no matter to whom, and all having sworn fidelity, except occasionally a disappointed, fractious one who waits to be whipped into the ranks, they cry "all-wise and ever true are these our candidates;" and the party shout "amen."

Now the "amen" may, perchance, be well given, if by the weaker party, or by the stronger, if it has chosen some tried men to add *strength* to waning power.—But this case happens only in the revolution of parties.

The Superintendency is considered no more sacred than the other offices, and hence is a matter of trade equally with them.

If an aspirant to some higher office (?) knows a suitable person for Superintendent in the same vicinity with himself, who is likely to be nominated, he will as soon engage to lend his influence to secure the nomination of any one from another section, if by thus doing he can secure the aid of the other's friends for himself, as he would were his neighbor a a candidate for any other office. These

facts of trade will not be denied except by the very sensitive office-seeker who claims for his fellows the purest of motives in looking after the welfare of the people. Such, of course, will deny that the will of their party is ever defeated by them, or that they would sell their friends for a nomination. But every convention where the party feels secure by previous success, and frequently when it is otherwise, exhibits a like scene; while the cursings of "the sold" may yet be heard.

The uncertainty of suitable nominations under such circumstances would seem to be sufficient reason for striking the Superintendency from the list of political offices. But there are other reasons. An officer elected by a party is supposed to hold party allegiance; he is expected to be a party man; he is looked upon as such. If he will not put on the party shackles, he is set upon by the party guards who leave no means unused to injure his reputation and usefulness. He is expected, like others, to be ready to assist in any work that may be necessary to the success of its leaders.

A few years since the Superintendent was attending an educational convention in a village in our State. At the same time and place there was a convention for the nomination of an important officer, at which were delegates attended by numerous anxious friends, as well as high functionaries and low functionaries on a pilgrimage from the capital. While the *outside* workers were using their utmost influence to get the unwilling delegates to vote right, the Superintendent was privately asked of as to whether he was favoring the nomination of *their* man. He replied that he was attending an educational convention; that he had nothing to do with the matter. He told of the circumstance, feeling, no doubt, contempt at such an act. That he did not degrade himself, is no praise to the other officers and office-seekers. They wanted his influence; but mistook the man.

This might be the result generally; still it is enough that a political nomination and election places the Superintendent where he might even be suspected of favoring such schemes; much more when a party expect it of him.

But admit him free from all party intrigues; as a party man he has been elected with more or less political excitement, rarely failing to engender at least coldness of feeling in many, which must greatly lessen the good he ought to do.—This is the best view of the case; for, usually, during the excitement, he is defamed by one party, and too highly extolled by the other. Though his influence may not be materially affected by his being *well* slandered by his friends, yet the defamation heaped upon him by others, will cause many to look jealously upon him. He will not be considered by them as a disinterested man, free from party influences, working solely for the cause of Education.

If then, in party nominations for an office which requires such peculiar qualifications of him who would hold it with honor to himself and profit to the State, there is great danger of having candidates imposed upon the people unfit for the position, as there certainly is; and if, in the election of either of the candidates, though the nominations might be good, party connections, party influences, and the slanders of political enemies, may prejudice the influence of the elected, as it certainly does, why should not the course be abandoned? Precedents will not be urged in so important a matter; and the good resulting from its entire seperation from political strife would be too

great to be any longer lost by its continuance.

Every one, then, engaged in the work of Education, should demand that party nominations for this office should be no longer made; and every *interested friend* should demand that it be left free from political strife, that the people may call to the discharge of its high functions those who have proven themselves fully qualified to meet its demands.

Fond du Lac, Wis. W. V. N.

PAY YOUR SCHOOL TAX WITHOUT GRUMBLING.—George Sumner, of Boston, who lately returned from Europe, where he had spent several years, delivered a lecture in New York recently, on the educational characteristics of that continent, from which we extract the following pregnant paragraph:

"If there be any moral to the tale I have told, it may be summed up in a few words,—*Pay your school tax without grumbling;* it is the cheapest premium of insurance on your property. You are educating those who are to make laws for yourselves and your children. In this State you are educating those who are to elect your judges. Build more school-houses, they will spare you the building of more jails. Remember that the experiment of other countries shows that the development of free and extended education has been followed by public and private prosperity; that financial success and political tranquility have blessed the lands which have recognized its importance. Remember that education without freedom is barren in its results,—that freedom without the education of the moral sentiments soon runs into anarchy and despotism,—and that liberty, ever vigilant herself, demands ceaseless vigilance in her votaries—liberty will not linger long in those lands where her twin-sister knowledge is neglected."

SEND YOUR CHILDREN TO SCHOOL.

Suppose all the people who are now mourning over their ignorance, should come to you and tell you of their losses and crosses and difficulties, in consequence of a neglect on the part of their parents to give them that education of which they now stand so much in need. Do you think it would make you more careful about your own children?

Here is a poor woman, who wants words to express her pain at not being able to read the Bible. Oh! she would give all the world if she could only read that blessed book.

Here is a poor laboring man, whose mind is dark and unenlightened, and who, as he sees others enjoying themselves over a volume or newspaper, almost curses those who, in his boyhood, neglected his schooling.

And so we might enumerate. Do you wish your children to be like them and like thousands and thousands of others, ignorant and debased, debarred of pleasures enjoyed by others, and daily suffering, and neglected and despised? Then, omit *in childhood*, their education.

Oh! that parents who are neglecting the schooling of their children would but consider their responsibilities. It seems to me that it only needs for one to go through our streets, to look into the hovels of wretchedness, and to think for one moment that his offspring, through his neglect, may become such objects as are therein presented, to stir up every right resolve do do his duty to his children.—Parents, do your children go to school? If they do not, you are to blame. The law provides for their education. Schools, *free schools* are open in every part of the

country. To *them* you can send your children. To them you should, (if you cannot afford to pay) send them immediately. Will you think of this and act? Act aright, and you will never regret it. —*R. I. Schoolmaster.*

From the Newburyport, (Mass.) Herald.

EDUCATION.

"I insist," said Daniel Webster, "that there is no charity, and can be no charity, in that system of instruction from which Christianity is excluded." Perhaps our school committee do not agree with Daniel Webster, and hundreds of other most mature minds; certainly they do not, if the report they made in relation to schools in Ward Six, published yesterday, in which they speak of the power of education to stay vice, expresses their true opinion. It is not a fallacy of theirs alone, however, but generally entertained and often declared, and for that reason we notice it. In New England education is a hobby that is well nigh ridden to death. The natural interest that all feel for their children, and whatever tends to elevate and improve their children, has made the public often listen to the wildest dreams and the greatest fallacies from those who would seek popular favor by claiming to be the special friends of public instruction—by which they have meant intellectual elevation—for the old systems which are denounced looked much more after moral culture than is now deemed advisable; indeed it has been thought best, even in this Puritan State of Massachusetts, to dissever education from religion.

All imaginable good, and escape from all possible evils, have been ascribed to education. It was not enough that "learning was power," but it was riches and virtue and happiness, or it was said to be the means by which all these were attained. We are told that every school house rendered one prison less necessary and what we spent to instruct we saved in punishing. If by education they intend the simple imparting of knowledge —and this is all the meaning, common sense gives the word—nothing is further from the truth. Intellectual culture may be a great curse to an individual or community. It always is, unless accompanied by a corresponding amount of moral power. That is the worst condition of a nation when its head shakes its heart, for there is no vice or crime that that head may not invent, and that may not grow in the shade where the heart should be. As individual examples, take a Byron or a Bonaparte; as a national example, look at France before her revolution in the last century! Why, seven-eights of all the villainy in this world, of all the systems of oppression, robbery and fraud—have originated with the intellectual and refined, and all statistics show that as education, apart from religious instruction, has increased, in the same ratio and even more has crime increased. This has been the case here in Massachusetts, and we might quote Gov. Briggs, Attorney General Clifford, and others, in support of the assertion. The Mayor of Boston, Biglow, a few years ago, said, "at the rate which violence and crime have recently increased, our jails, like our alms-houses, however capacious, will be scarcely adequate to the imperious requirements of society." And without quoting anybody, look at the great number of more enormous crimes that are committed. The jails of Boston and New York are full of murderers all the time. Nor is it true, as we are often told, that these persons are all of the low and ignorant. Look over a list of the

swindlers, forgers, and even murderers, and you find a good proportion from the professions, the clergy, physicians and lawyers—and what are not found there, the railroad offices, banks and stores can supply.

We have no tables by us showing the proportion of the educated and uneducated among our criminals; and it would not show truly if we had, for the ignorant are most likely to get caught; but the Chaplain of the Auburn State Prison, New York, recently gave a list as follows:

	Educated.	Uneducated.
Murder,	3	4
Manslaughter,	10	4
Incest,	4	1
Sodomy,	2	0
Grand Larceny,	181	66
Passing countefeit money	44	8
Forgery,	71	3

What is true there is true otherwheres. A London paper lately uttered this truth: "It is *moral* ignorance that makes men socially and politically dangerous, and not a want of mental culture." So says the history of England, where so much has been done within the last century to instruct the masses—but where crime has increased eight fold, where the population has only doubled.

A distinguished officer in the city government of London remarked, in a communication published in the *Times:*

"In 1814, the report of the National Society states there were 100,000 children receiving the benefit of education.—Now there are above 1,000,000 under that excellent institution, besides the tens of thousands and hundreds of thousands who are receiving education under the auspices of the Lancaster schools. No man, therefore, can say that the increase of crime is attributable to the absence of education. If it were so, with education increased 800 per cent. during the last thirty years, crime would have diminished instead of increased 400 per cent."

The same facts appear in Scotland, where crime has increased forty fold, while the population has not doubled once. In Prussia, where every child is forced by law to go to school, there is fifteen times more crime than in France, where two-thirds of the inhabitants can neither read nor write; and a comparison of some portions of the world might show a like condition of things.

If these things be so, is education an evil? They would not prove that learning in itself was a bad thing, but in bad hands it may be. A razor in the hands of an infant is not more dangerous than is intellectual power to moral infants. It is better that a child should never know than to know only to do evil. What is needed is the drawing out of *all* the powers of body, will and intellect—an education about which the world do not seem at this age to be solicitous, but by hoping for happiness, as Eve did in the garden, from the tree of knowledge, believing thereby that they will become as gods—they are indeed deformed monsters—ill-shaped, unsightly, devilish in desires as in spiritual appearances. If in heaven there is a true idea of symmetry of soul, the angels must weep over those born into the other life with some faculties distended and others warped, as we would over children that were born here with monstrous heads and small bodies, or with arms twice too long, and legs twice too short.

Give to your boys and girls that training that a republican and christian people need—first in the use of hands, that every one may be industrious and do something useful for their support—it is as necessary to know how to do as how to think; next in the development of mind, not by the hot-bed system, but by

mature growth to strong reason; and last and highest, let them be reduced to the subjection of moral law, by instruction in the school-house, and from the pulpit, and by the fireside, when they come in and when they go out, when they rise up and when they sit down, and upon all the occasions of life.

From Conversation and Its Graces.

VULGAR vs. GENTEEL BAD GRAMMAR.

It is amusing to observe the broad line of demarcation between *vulgar* bad grammar, and *genteel* bad grammar, which characterizes the violation of almost every rule of syntax. The vulgar speaker uses adjectives instead of adverbs, and says, "This letter is written *shocking;*" the genteel speaker uses adverbs instead of adjectives, and says, "This writing looks *shockingly*." The perpetrators of the latter offence may fancy they can shield themselves behind the grammatical law which compels the employment of an adverb, not an adjective, to qualify a verb, and behind the first rule of syntax, which says that, "a verb must agree with its nominative." But which *is* the nominative in the expression alluded to? *Which* performs the act of looking—the writing or the speaker? To say that a thing *looks* when *we* look *at* it, is an idiom peculiar to our language, and, some idioms are not reducible to rules; they are conventional terms, which pass current, like bank notes, for the coin they represent, but must not be submitted to the test of grammatical alchemy. It is improper, therefore, to say, "The queen looks beautifully;" "The flowers smell sweetly;" "This writing looks shockingly;" because it is the speaker that performs the act of looking, smelling, &c., not the noun looked *at;* and though, by an idiomatical construction necessary to avoid circumlocution, the sentence *imputes the act* to the *thing beheld*, the qualifying word must express the quality of the thing spoken of *adjectively*, instead of qualifying the act of the nominative understood, *adverbially*. What an adjective is to a noun, an adverb is to a verb; an adjective expresses the quality of a thing, and an adverb the manner of an action. Consider what it is you wish to express,—the *quality of a thing*, or the *manner of an action*,—and use an adjective or an adverb accordingly. But beware that you discriminate justly; for though you cannot say, "The queen looked *majestically* in her robes," because here the act of *looking* is performed by the spectator, who looks *at* her, you can and *must* say, "The queen looked *graciously* on the petitioner," "The queen looked *mercifully* on his prayer," because here the *act* of *looking* is performed by the queen. You cannot say, "These flowers smell sweetly," because it is *you* that smell, and not the flowers; but you can say, "These flowers perfume the air deliciously," because it is *they* which impart the fragrance, not you.—You cannot say, "This dress looks badly," because it is you that look, not the dress; but you can say, "This dress *fits* badly," because it is the dress that performs the act of fitting either well or ill.

There is another class of errors arising from the use of the *adverbial* form of certain words, instead of the *adjective* form; or, he spoke *loudly*, more *loudly*, or most *loudly*, for *loud*, *louder*, or *loudest*. The boy reads *slowly*, more *slowly*, or most *slowly*, for *slow*, *slower*, or *slowest*. Not a few teachers fall into this error, perhaps because they are more familiar with the general rule that most adverbs end in *ly*, than with the practice of good speakers and writers. There are

some peculiar idioms which it would be better to avoid altogether, if possible; but if you feel compelled to use them, take them as they are,—you cannot prune and refine them by the rules of syntax, and to attempt to do so shows ignorance as well as affectation.

From the American Messenger.

THE SCHOOL GIRLS.

"I can't endure Mr. J——," said Myra to her schoolmate.

LORA. Why, Myra, I am surprised to hear you speak so unkindly of your teacher. I think he is a good man, and an excellent teacher too. I like him; and I try every way to show him that I love to please him. You don't consider that he reproves the girls for their good. He has a laborious time of it; not only does he try to improve our minds, but our morals and manners too.

MYRA. But he need not have so many rules to make us good. I can do well enough without any rules. They don't make me any better. I break them every day; but I take care that he don't see me. When I want to whisper, I raise my desk lid. Sometimes I write on my slate, or a note, and pass it; but I was mortified the other day, when he came and took the note I gave to Julia. I would not have let him seen it for the world.

LORA. You are mistaken, Myra. The rules are very simple, and easily observed; and if they do not make you any better, it is your own fault. Now tell me, Myra, candidly, do you feel happy at night after you have done wrong all day at school? And do you think anybody will think the better of you for it?

MYRA. It used to trouble me, but not now. And as for others, "I don't care what they think of me."

LORA. But can you say your prayers at night, and ask God to bless you in the course you are pursuing?

MYRA. I don't say any prayers now.

LORA. That may be the reason why you love to do wrong. We learned in Watts that prayer would make us love our studies, and pursue them more patiently, and that we should be more likely to enjoy the blessing of God on our labors.

MYRA. Well, I am tired of study. I hate the sight of the academy. I didn't look at my lessons last night. I shall be glad when I have finished my education. I can then go to balls and parties, and enjoy myself. I don't wonder you love Mr. J——; he is always praising you, and speaks kindly to you.

LORA. And he would do the same to you, if your conduct was such as to deserve it. But we will talk no more about this matter now. As for me, I never expect to finish my education. I see something new to admire every day. The more I study, the more I feel my ignorance. And when I can no longer attend school, I shall admire to study the great book of nature—to cull the flowers—to examine the various classes of insect creation—to view the mountain, the river, the water-fall, as well as the bright shining orbs of night, and reflect that "my Father made them all."

SIR THOMAS BODLEY wrote to Lord Bacon: "Strain your wits and industry soundly to instruct yourself in all things between heaven and earth, which may tend to virtue, and wisdom, and honor; and let all these riches be treasured up, not only in your memory, where time may ripen your stock, but rather in good books of account, which will keep them safe for your use hereafter."

CONQUERING BY KINDNESS.

I once had a neighbor—a clever man—who came to me one day, and said, "Esquire White, I want you to come and get your geese away."

"Why," says I, "what are my geese doing?"

"They pick my pigs' ears when they are eating, and drive them away; and I will not have it."

"What can I do?" said I.

"You must yoke them."

"That I have not time to do now," said I, "I do not see but they must run."

"If you do not take care of them, I shall," said the shoemaker, in anger.—"What do you say, Esquire White?"

"I cannot take care of them now, but I will pay for all damages."

"Well," said he, "you will find that a hard thing, I guess."

So off he went, and I heard a terrible squalling among the geese. The next news was, that three of them were missing. My children went and found them terribly mangled and dead, and thrown into the bushes. "Now," said I, "all keep still, and let me punish him." In a few days the shoemaker's hogs broke into my corn. I saw them, but let them remain a long time. At last I drove them all out, and picked up the corn which they had torn down, and fed them with it in the road; by this time the shoemaker came up in great haste after them.

"Have you seen any thing of my hogs?" inquired he.

"Yes, sir, you will find them yonder, eating some corn which they tore down in my field."

"In your field?"

"Yes, sir," said I, "hogs love corn, you know; they were made to eat it."

"How much mischief have they done?"

"O, not much," said I. Well, off he went to look, and estimated the damage to be equal to a bushel and a half of corn.

"O, no," said I, "it can't be."

"Yes," said the shoemaker, "and I will pay you every cent of the damage."

The shoemaker blushed and went home. The next winter, when we came to settle, the shoemaker determined to pay me for my corn.

"No," said I, "I shall take nothing."

After some talk we parted; but in a few days I met him on the road, and we fell into conversation in the most friendly manner. But when I started on he seemed loth to move, and paused. For a moment both of us were silent. At last he said:

"I have something laboring on my mind."

"Well, what is it?"

"Those geese. I killed three of your geese, and I shall never rest till you know how I feel; I am very sorry." And the tears came into his eyes.

"O, well," said I, "never mind; I suppose my geese were provoking."

I never took any thing of him for it; but when my cattle broke into his fields after this, he seemed glad, because he could show how patient he could be.

"Now," said I to my children, "conquer yourselves and you conquer with kindness, where you can conquer in no other way."

EDUCATION.—I have observed that most ladies who have had what is considered as an education, have no idea of an education progressive through life. Having obtained finally a certain measure of accomplishments, knowledge, manners, &c., they consider themselves as made up, and so take their station—they are pic-

tures, which, being quite finished, are now put in a frame—a gilded one, if possible, and hung up in permanence of beauty!—permanence, that is to say, till old Time, with his rude and dingy fingers, soils the charming colors.—*Foster.*

IXONIA, WIS., October 28, 1856.

JOURNAL OF EDUCATION:—In accordance with a request published in the *Journal* some time since, I send you a statement of the condition of schools in this town.

1st. I have no hesitation in saying that district boards, teachers and parents are deeply interested in the welfare of our public schools. At the same time parents do not seem to know what they ought to do. They think that if their children attend school a few hours during the week, the great work of educating them will go on, without further trouble.—They forget that regularity of attendance is absolutely essential to progress, and that to secure this, the teacher must have the hearty co-operation of parents.

2d. The teachers are tolerably well qualified, and I think they are making improvement. Their efforts are somewhat paralyzed by a want of co-operation on the part of school officers and parents. The branches taught in our schools are the common English branches—those that fit our children to discharge their duties as citizens—but there is so much apathy that a large class are receiving very little education. It seems to me that we need County Superintendents to arouse the people to the importance of better sustaining their schools. I would also suggest that the time allowed by our library regulations for retaining books should be extended. As yet we have not secured uuiformity of text books in our town; this we deem of the utmost importance, and we hope to succeed in introducing those recommended by the State Superintendent.

Most of our people acknowledge the importance of education, and seem inclined to make the effort when they know what to do.

I feel that much good may be done by the circulation of the *Journal*, and if the information which it contains will not elevate our primary schools, I do not know what will.

M. THAYER, *Sup't of Schools.*

FROM RICHARD HOOKER.—"If nature should intermit her course, and leave altogether, though it were but for a while, the observation of her own laws; if those principles and mother elements of the world, whereof all things in this lower world are made, should lose the qualities which now they have; if the frame of the heavenly arch erected over our heads should loosen and dissolve itself; if celestial spheres should forget their wonted motions, and by irregular volubility turn themselves any way as it might happen; if the prince of the lights of heaven, which now as a giant doth run his unwearied course, should, as it were, thro' a languishing faintness, begin to stand and rest himself; if the moon should wander from her beaten way, the times and the seasons of the year blend themselves by disordered and confused mixtures, the winds breathe out their last gasp, the clouds yield no rain, the earth be defeated of heavenly influences, the fruits of the earth pine away as children withered at the breasts of their mother, no longer able to yield them relief; what would become of man himself whom all these things now do serve? See we not that the obedience of creatures unto the law of nature, is the strength of the whole world?

Of law there can be no less acknowledged, than that her seat is the bosom of God, her voice the harmony of the world; all things in heaven and earth do her homage, the very least as feeling her care, and the greatest as not exempt from her power; both angels and men, and creatures of what condition soever, each in different sort and manner, yet all with consent, admiring her as the mother of their peace and joy."

FROM CARLYLE.—"All speech and rumor is short-lived, foolish, untrue. Genuine work alone is eternal, as the Almighty Founder and World Builder himself.

There is a perennial nobleness, and even sacredness in work. Were he never so benighted, forgetful of his high calling, there is always hope in a man that actually and earnestly works; in idleness alone is there perpetual despair. The real desire to get work done, will itself lead one more and more to truth; to nature's appointments, which are truth.—Blessed is he who has found his work; let him ask no other blessedness.

All true work is sacred: in all true work, were it but true hand-labor, there is something of divineness. Labor, wide as the earth, has its summit in Heaven. *Laborare est Orare;* in a thousand senses, from one end to the other, true work is worship. He that works, whatsoever be his work, he bodies forth the forms of things unseen; every worker is a small poet."

☞ There is no faculty of the mind which can bring its energy into effect, unless the memory be stored with ideas for it to work on.

☞ The purest metal is made through the hottest furnace; the brightest thunderbolt from the darkest storm.

ADDRESS

Delivered before the Wisconsin Teachers' Association at its late meeting, by J. L. Pickard, Pres't.

FELLOW TEACHERS:—Another year has passed. Into its brief space have been crowded joys and sorrows, conflict and triumph, or struggle and defeat. We have felt within us heart-leapings as well as heart-sinkings. Sunshine and storm have had each its appropriate place.—Prosperity has lightened, and adversity clouded our pathway. In short, we have had another year's experience—teachers' experience. What is to be its result? Shall past success make us careless, or past defeat destroy ambition? Shall not rather the spirit of the true teacher manifest itself—success lead to new zeal, fire us for nobler conflicts, incite to higher aims, and defeat even nerve us for more untiring labors?

"Let the dead past bury its dead" except so far as its remembrance may lead to a new life.

I repeat but the teachings of my own experience, when I say to you, fellow teachers, you have had trials. Bear with me while I speak a few moments of the *trials* of the *teacher*. These spring partly from within and partly from without ourselves. Of the former, the sources are physical, mental and moral. Of his physical trials, the teacher knows the least, hence he does not realise how greatly disease of body may magnify external trials. In our willingness, in common with the whole human race, to find fault with any one but ourselves, we are often tried beyond measure by the unruly conduct of our pupils, and *fret*, and perhaps *storm* at that which has an existence only within ourselves. We take to the school-room a body unrefreshed by healthful exercise, and every twitch of

our keenly sensitive nerves, every throb of an aching head, will cost some innocent urchin an unmerited word or look, or, it may be, blow of reproof. This is a severe trial, and all the more severe because we fail to trace it to its proper source. Every attempt at correcting it but increases its power, for we will not admit that our nerves are unruly pupils. The confinement of the school-room and the anxiety of the true teacher, but increases his unfitness for his work and adds to his trials. Do not understand me as saying that these must be so. I am now speaking of facts as they are. There is no ill but has its remedy. Of the remedy hereafter.

This trial is often heightened by a conscious inability to instruct. He who never feels any doubt in regard to his capacity may well doubt his fitness. The teacher who has at heart the improvement of his pupils will often, very often, fin dhis mental incapacity a source of bitter trial. To labor for days and weeks and perceive no progress in some pupils, must awaken in the teacher the feeling that in all respects he is not competent to his task—that there are minds whose peculiar bias he cannot comprehend, whose moving springs he cannot find. How often, after his best endeavors, does he find himself completely unsuccessful. Have you not, fellow teacher, borne away from a recitation, a heavy load, as you have received in reply to your best illustrations a long drawn yawn or a vacant stare? Have you not felt like sinking under the burden of misapplied or misconstrued explanations? And with this has not sometimes arisen the thought, "I am not fit to teach?" If not, then are you happily exempt from one of the most bitter of the teacher's trials; but allow me to say, this very exemption is but the best evidence of unfitness. I do not say that all suffer equally from this source; nor do I say that, in its full extent, it is an absolute necessity; but I do say, that he who knows nothing of it is far from being the perfect teacher he fancies himself to be. The dullness of the pupil is an easy hobby to ride, and under some circumstances, is made to bear more than its just burden. We are apt to fail to trace to its proper source, this trial, and instead of setting ourselves resolutely to work to guard against it, we are content with allowing the poor pupil to bear the effects of our indolence and incompetency. This trial is severe, and the more so because we are unwilling to acknowledge that, to a great extent, it lies at our own door, and may be removed by our own exertions. The remedy I will leave for the present.

The work of discipline is the teacher's most trying work. It involves the question of right and wrong, a knowledge of the moral character of each pupil and an understanding of his previous moral training. The course of discipline suited to one, fails entirely in the case of another. "The sun which melts the wax hardens the clay." "What is one man's poison is another man's cure." The wind which drives one vessel into a safe harbor may drive another upon shoals and breakers. There is no *panacea* for *moral irregularities.* There have been those who have laid down certain rules of discipline, but these rules have been found in many cases useless, or if followed strictly have wrought as much harm as good. One child needs all gentleness—another but little. To know just how each may be treated is a task of no small magnitude. To add to this trial comes in the fact, that upon the discipline of the school depends, to a greater or less

degree, the future well being of the pupil, both for time and eternity. We have to do with an immortal soul. Just in proportion as we realize the nature of our work, will be our sense of moral inability and the trial consequent upon it. In our schools we find characters of all grades, from the most impressible to the most hardened. We find the lively and the gay, the lonely and sad, the cheerful and ever smiling—the sullen and morose; the lovely and affectionate—the repulsive and soulless; the simple and artless—the hypocritical and deceptive; the obedient and trust-worthy—the willful and false-hearted. With such a variety of character, is it to be wondered at that teachers find in their management much cause for anxiety—much, and bitter, trial?

Such are some of your trials, fellow-teachers. These spring entirely from within yourselves. *Conscious inability*—whether physical, mental, or moral—is a source of trial. Is it any the less so when it exists without our consciousness? or, when we attribute the effects to other than the true cause? Must we labor under its weight, year after year, or is there some remedy? There is a remedy.

For the Journal of Education.

TRUTHFULNESS AS A BRANCH OF EDUCATION.

Our business as teachers is to communicate to our pupils those acquisitions, accomplishments and principles which will fit them to take their places as honorable and good members of the community. We are to bring them up to the civilization of the present time, and so prepare them to work in advancing that civilization. The scope of such education must depend upon the community in which it is. An education which would be liberal in Patagonia would be contemptible in Wisconsin. We are to bring our pupils up to the full measure of the standard of men, well informed and well trained in principles of thought and action for that life in which they are to move. As representatives of the State and of the parent, it is our duty to exercise a caution respecting principles which are still controverted among the men of the community in which we act. But the same representative relation requires us to instill with special care the principles which are established in our civilization.

Our English civilization is characterized by two principles—which are one—namely, freedom and truth. Liberty is the state, and truth is the law of a true English mind. These, we say, are one. Truth is the root, and liberty is the tree, neither can live without the other. Truth is first and from it must spring liberty. Our own liberty has grown out of the honest truth of English hearts—from Alfred to Washington. When truth dies freedom dies. No one educated in the sentiments with which the English language is alive, needs any demonstration of the proposition that a false man is a slave.

In our language, the word expressing the meanest condition is *slave*, and that for the meanest character is *liar*. And we may remark in passing, that the thorough nobleness of the English language, that is, of the mind which speaks through that language appears in this, that while the noble opposite of *liar* is *true-man*,—the opposite of slave is not *master*, but *free-man*—thus showing that the honest truth avowed in the Declaration of Independence is the soul of our love of liberty.

We are to educate, then, in the prin-

ciples of our State, in truth and freedom; but first and most in truth, because truth is the life of freedom. We are strong enough now to fear no danger to freedom except from our own loss of truth. But whenever evil man comes to have a distrust of his neighbor, founded on his own consciousness of insincerity, popular liberty becomes, of course; impossible, for mutual confidence is its only bond.

We are then to secure the future well-being of the free commonwealth by cultivating truth of character in those who are soon to compose that commonwealth. That there is a great and urgent need of such culture, in order to counteract a tendency to falsehood in public matters, is the most glaring fact upon the present surface of affairs.

The first lesson in truthfulness is suggested by this English language which is all the while educating us all in the convictions of the great and true men, and generations which have developed the tongue. Let a child get the English idea of the word *lie* fixed in his mind with all that intensity of meaning which the loathing of centuries and of millions has crowded into it. So let him learn to speak the truth. And when he learns to hate, and to despise, and to shudder at a lie as worse than leprosy or plague spot, let him learn that searching application of the principle, which is the next advance to be made in the public conscience. For telling a lie is certainly no less mean than the world pronounces it. But the same pest is to be exterminated from all the life of man, and if we can teach the generation to come to abhor all the lies that are done and all that are expressed by silence, we shall have made a clear and great advance toward the perfection of human civilization.

It must be a work of pains-taking and watchfulness—a work not only involving the earnest exhortation of a soul and mind full of truth and the love of truth, but a patient day-by-day carefulness in discerning and repelling the approach of temptation from those under our charge. The angels that guarded Eden were not sufficient to keep the father of lies from the first human souls, and our charge is like theirs. For where else on earth is a garden planted by God if not where these souls, newly from His hand, are gathered in their early training for immortality? Of such a garden, a teacher is made the guardian as well as the cultivator. And when we view our office in this light it becomes noble and sacred. We are permitted, and if we are permitted, we are required to attempt this high and true culture of the minds committed to us—and we ought never to be satisfied with our work in the case of any pupil unless we have done what we could to make him thoroughly true; nor with our success, unless we have been able to send him forth prepared to be a true man in expression, in mind and in heart.

This enlarged, this liberal education in truthfulness as we may call it, is the more needed in our schools because there is so little hope that coming life will supply the lack of it. If a boy should come into manhood without learning to flee from the character of the liar, he soon finds that the judgment of the community overwhelms it with a flood of infamy; so that if the falsehood were all, we might trust the purifying influence of the social atmosphere to cast out falsehood. But at this point our moral civilization has met a countervailing influence, against which it has hardly held its own for centuries.

This loathing of a lie has been an English trait from of old. It was no an-

achronism of Shakspeare to make Harry Hotspur say—

"O, while you live, tell truth, and shame the devil."

Or Cardinal Wolsey—

"Let all the ends thou aimest at be thy country's, thy God's and truth's."

But that same stout heart, which, when the nation was growing, beat high and strong in its honor of truth—has gone out into practical life, and has felt, in the old country and especially here in the new, the temptation of power and opportunity. Shrewdness and success have come to be worshiped as gods of the land, and the setting up of their images in the temple which belongs to truth has been working a peculiar demoralization. Men have learned to leave this exterior detestation of the lie still standing in our civilization, and exercised their ingenuity to invent a million artifices of smooth-faced deception under it; and for all these has been proposed the prize of fortune, and even of fame, for smartness.

It is this tendency to corruption, working in the community, which we wish to counteract, and which must be counteracted, by the one influence which is able to counteract it, namely, the influence of early education. Let a boy learn, while he is a boy, that truth is a thing and not a name, and that it has to do with all human actions. In that, for it comes to nothing less, let him leave school with a clear, sound and intelligent conscience, which will not suffer itself to be imposed upon and hood-winked by those miserable subterfuges under which men that have neither courage enough to speak or do the truth, nor hardihood enough for a clear spoken lie, piece together for themselves a life made of motley "shreds and patches" of cunning. From such a life as that we are to save our people, for it is not in the nature of things that a people of such intense practical activity should preserve an ambiguous character. We must have one or the other of the two greatnesses possible for such a character, either *cunning* or *truth*. Which shall it be? The answer is with the educators of the people.

Beloit. J. E.

[For the Journal of Education.]

PEDAGOGIC PEDANTRY.

Disseminating knowledge to gratify vanity; mouthing erudition; instead of telling what you know, telling what you have *learned*, are forms of Pedantry.—The character of it depends on its locality. In college, where there is so much learning and so little business, pedantry is a pest. In the world, where it is just the other way, much business and little learning, pedantry *ought* to be a virtue.

The pedantry that feeds on classical antiquities and Greek roots, is different from the pedantry that feeds on spelling books, hard sums and geographies.. The former, burrowing in the mould of centuries, can but make a show of cast off wares and literary trumperies, which fail to interest. The latter hawks from house to house the pins and needles of science, the knives and forks of table-talk—things so serviceable as to defy derision, and make inattention imprudent. While the former pedant may be considered as a peddler of antiquated notions, the latter may be considered as a peddler of Yankee notions.

Pedagogic pedantry of this kind deserves nursing instead of cursing—deserves a bounty. A man of this kind in a district is a godsend. The difference between him and an Educational Missionary, is hard to tell—pretty much in the eye.

Knowledge, like religion, is seasonable at all times and in all places. They who confine the one to the school-house, confine the other to the church. Carrying the latter into the bar-room or ball-room, they brand as Fanaticism; carrying the former into these places, they brand as Pedantry.

Pedantry, too, has gotten evil to its name from keeping bad company. Its boon companions are Loquacity and Conceit—living in the shadow of two silly things makes it look silly; but an objection so insignificant ought to be tied at once in one corner of the mantle of Charity.

The Pedagogic Pedant is full as much of a desideratum among teachers as the colporter is among evangelists: as you do not expect to find the highest style of pulpit oratory in the latter, so you need not expect to find the highest style of teachership in the former.

Our Pedant takes up arms in defence of Etymology, keeps an argus eye on Orthography, is the unflinching champion of Grammatical precision. Bad grammar grates harsher on his ear, and produces deeper catastrophic emotion, than news of a shipwreck. A sort of Literary Duenna, to preserve intact the moods and tenses, he points triumphantly to his watchword—"Eternal vigilance the price of precision."

Hear Holofernes, the pedantic pedagogue Shakspeare has drawn:

Holofernes. He is too peregrinate, this Armado.
He draweth out the thread of his verbosity finer
Than the staple of his arguments. I abhor
Such fanatical fantasms; such insociable and point-devise companions;
Such rackers of Orthography, as to speak *dout*, fine, when he should say DOUBT;
Det, when he should pronounce it DEBT—d-e-b-t—not *d-e t*;
He clepeth a calf, *cauf*; half, *hauf*; neighbour, vocatur, *nebour*—neigh abbreviated, *ne*;
This is ab-*hominable* (which he would call *abomina ble*),
It insinuateth me of insanic: Ne intelligis domine? to make frantic lunatic,
Nathaniel. Laus Deo bone intelligo.
Holofernes. Bone?—*bone* for BENE: Precision a little scratcheth; 't will serve.

After you read this you will feel like joining me in the petition: From pedantry in pedagogues, good Lord deliver us.

D. J. H.

OFFICE OF SCHOOL AND UNIVERSITY LANDS.
Madison, Nov. 5, 1856.

To the State Sup't Public Instruction:

SIR:—In pursuance with Chapter 40 of the General Laws of 1856, we herewith report the transactions, during the month of October last, in relation to the sale of School and University Lands, and of the funds arising therefrom, as follows:

1. Funds received from sale of S. & U. Lands - - - $892,66
2. Interest on Loan - - 137,14
3. Penalties on Forfeitures - 674,63
4. Fines - - - - 160,65
5. S. & U. Lands sold, 3,200 acres
   To whom sold, see schedule annexed.
6. Amount Loaned - - $2,350
7. S. & U. Fund on hand - 1,132,66
8. Income on hand - - 10,192,49

Respectfully,

D. W. JONES;
CHAS. KUEHN,
W. R. SMITH,
Commissioners.

SCHEDULE OF LANDS SOLD DURING THE MONTH OF OCTOBER, A. D. 1856.

Name of Pur'r.	No. Ac's.	Sec.	Co. in which lands are.
A. F. Frary,	160	16	Portage Co.
E. H. Smith,	160		
Anson Blake,	80		
David McKnight,	160		
Daniel McFarland,	120		
D. R. W. Williams,	40		
M. Frary,	160		
W. M. Herster,	160		
John P. Hobart,	120		
John A. Byrne,	40		
John Thompson,	120		
C. Washington,	160		
M. G. Frary,	120		
N. W. Roth,	160		
Peter Winter,	160		
H. Stunsland,	80		
F. Whittaker,	160		
Samuel Harris,	80		
L. Frary,	160		
Isaac winter,	160		
A. St. John,	40		
Ruel Noyes,	80		
H. F. Frary,	160		
E. Pratt,	160		
Thomas Hayes,	160		
W. T. Hall,	40		

Editorial Department.

THE TRUE METHOD OF CONDUCTING RECITATIONS.

An experienced school officer once said "Let me see a teacher conduct a recitation, and I will give you the full measure of his capabilities as an Instructor." There is much good sense in this remark. Recitations are the life of the school room, and a teacher unskillful in them is defective as an instructor. Few teachers give sufficient consideration to the methods of conducting recitations. The defects arising alone under one branch of this subject, are, to-day, operating largely to the injury of our schools. Recitations have two parts, one of which is performed by the pupils, the other by the teacher; the one here referred to, is that performed by the pupils. Their part of a recitation has become abbreviated, and what little they do perform, is done all wrong.

The true meaning of the term recitation, is a rehearsal of a lesson by the pupils before an instructor. This just covers the ground, it marks the duties of the pupil. In the practice of our schools, however, the thing is reversed, the teacher does the rehearsing, the pupils do the listening; they answer questions, he talks, and delivers a little lecture on the lesson, called an explanation. There is no such thing as a real rehearsal of the lesson by the pupil.

But why do we want the rehearsal; not simply because that word happens to occur in the definition of the term recitation. By no means. We want it for the very reasons which led to the adoption of the recitation exercise in schools. Experience taught men these things, that the human mind can only be developed by tasking it; that knowledge is most rapidly acquired in the performance of a series of tasks arranged to that end; and that in every sphere the performance of a *tyro* must be examined by a master-hand, in order that his errors and deficiencies may be pointed out, and such instruction given as his wants demand.

These principles may be seen in the instance of the Mechanic and his Apprentice. They are fully recognized in the arrangement of school exercises. The lessons are the tasks, the recitations are the times appointed for the examination of the work, and for giving needed instruction. But as the work of the pupil is, except in the instances of writing, slate exercises, and drawings incapable of physical inspection, *rehearsal*, telling what he knows, is the only method of getting at what he has learned.

Thus we see the rehearsal is a fundamental part of the recitation; it cannot be got over nor set aside without injury.

The abuse lies just at this point. Instead of the rehearsal, teachers have fallen into the way of putting a multitude of questions, and of judging from the answers to these, the extent of the pupil's knowledge. This process is subject to the following objections: It makes the capacity of the teacher a measure of that of the pupil. The efficiency of the recitation will depend upon the ability of the teacher to put questions. If he have not first rate ability in this direction, and few have, the pupil may never be called upon to exert his full powers. The rehearsal on the contrary, gives full play to all the powers of the pupil; he may *tell* all he has learned, whether the teacher have knowledge or tact to put questions or not.

Again, children are apt to study for the recitation. It is one thing to study a lesson so as to be able to answer a teacher's questions, and another to study it so as to be able to express intelligently in language what it contains. One is studying to satisfy the demands of a teacher, the other is studying to make the contents of the lesson his own, to enable him to hold and convey it in language to others; one process makes superficial scholars, the other, thorough, intelligent ones.

Still again, questions as used by most teachers are suggestive, they cut out the very path for the answer, depriving the child of a most healthful exercise — that of collecting his thoughts, gathering up his knowledge, arranging and presenting it in the garb of his own language, as he will have in after life to do when teachers and schools are things of recollection.

Here is one grand reason why there are so few good talkers, so few men good at conversation among the people. They have never been trained in schools to talk, to tell what

they know; they have always been kept at answering questions.

Hence let the teacher, as the first and most important part of the recitation, require from the pupils a full and definite statement of their knowledge of the lesson. Let it be in their own language as nearly as possible, but precise and orderly. Let the teacher put no questions, other than in the way of a suggestion to each pupil as to the portion of the lesson he is to rehearse. Require from the pupil perfect preparation of the lesson, and promptness in the recitation. Then if there be any mind—any intelligence in the class, the teacher will be sure to call it out and stimulate it to action.

We would by no means be understood to entirely ignore the use of questions in a recitation. But let them be reserved by the teacher till after he shall have given the class ample opportunity to state their knowledge of the lesson, then use questions to give animation, to draw out things omitted in their statements, and to produce repetition of principles and of facts.

As the final part of a recitation, and a distinct exercise, if we may so speak, come the explanations of the teacher. This part of the exercises of the recitation is especially delegated to him to perform, and in it be assumes his true character of instructor. From the rehearsal and the subsequent examination, the teacher has learned the errors his pupils may have fallen into, and the difficulties and embarrassments they are laboring under. It is for him in this part of the recitation to correct these errors, to explain the difficulties, to remove the embarrassments, and from his superior knowledge to distribute light and life, and pleasure along their pathway.

But let the teacher recollect never to mix up the rehearsal, the questions, and the explanations together. Let each have its separate part and be attended to in its proper time. Let his explanations, too, be brief. Avoid every thing like lecturing—pouring in knowledge on the brain; it is worse than useless. Too much explanation takes from the pupil the necessity of making proper effort, and without effort on the part of the pupil nothing substantial is ever gained. Never explain what the pupil can be made to dig out for himself; require him to make the effort vigorously first, help him only when he halts from real inability.

The method of conducting a recitation here pointed out, renders it an exercise of *skill*, both on the part of the pupil and teacher, requiring special preparation from both. It will ever be found effective in disciplining mind and in making good scholars. WAYSIDE.

ON LYING—TO THE BOYS.

I hope that I may take it for granted, that no boy who reads this, or hears it read, ever has told a lie. But I know that all of you are tempted, sometimes, to say what is not quite true; and I wish to put you on your guard against the temptation now, before it gets its first advantage of you. So let me say something to the boy who is tempted to tell his first lie.

Perhaps you have done something which you are afraid to have known. You were playing and your ball struck the window and broke it, and you do not know what will be done to you if it is found out that you did it. No one else was there. If you deny it no one will know it. It will be so easy to say no.—Why not say it, and so have no more trouble about it? Why not? Because that would be a lie—and it would be worse to tell a lie than to suffer any punishment which will come upon you if you should tell the truth, honestly as it was. If you tell the lie, do you think no one will know it? I tell you that is a mistake. You will know it. You will know that you have told a lie. It seems mean to you now—but it will seem meaner then. It does not seem such a very great thing now to say that one word. But when you have said it you will find that it has made you a liar, when you was a true boy before. And the more you think of it, you will think that it was not worth while to make yourself a liar just to escape the punishment which you had deserved for your carelessness or your fault. You will wish you could take the lie back and take the penalty now. But you cannot do that, without confessing that you told a lie; and what can you do? You have to shut it up in your own breast—and it is miserable company—is it not?

And there is this about a lie. You never can get away from it. If it has once passed your lips you can never get the taste of it off your tongue. If you do not get rid of it now in the best way you can, that is, by coming out bravely with the truth and so killing that first lie, it will cling to you and punish you in one of two ways. Either you will go on and tell other lies and so become an habitual liar, or if you never tell another lie you will never forget that one, and every time you think of it, as you grow from boyhood into manhood, it will seem to you meaner and meaner. As you come to feel more and more the worth of self respect, how many times you will wish, and how much you would give, if you could say—these lips never uttered a word of falsehood.

Will anything you can gain by any falsehood make up for the loss of the charm of that honor and confidence in which you will be able to hold yourself and to walk among your fellows now and in all your life, if you can know, in your own breast, that your word was never false?

Besides these lies that are spoken out, there are a great many lies that come in disguise—a great many that may be told by some action—or by some look—or by some words that are not exactly untrue, but still they make some one think something that is false—and a great many times you can tell a falsehood simply by saying nothing. Do you think that all these kinds of deception are any better than a lie told plainly out in words? Just see what you do when you deceive in any such way. You tell a lie to the other person just as much as if you spoke with words. The only difference is that you try to make yourself believe that you are not telling a lie—and is not that lying to yourself as well as to him? And so you tell two lies instead of one.

The only way to make a brave and true man is to be determined never to tell, or to do, or to think any kind of a lie—but always to try to know what is true—and to think what is true—and to say what is true—and to do what is true—and so to be now and always a true boy and a true man. J. E.

J. J. M. Angear has been appointed Principal of the Berlin Union School.

DO IT WELL.

Anything that ought to be done at all, ought to be well done. A little *well done* is better than much indifferently done. Let every word that is spoken in the school-room be correctly uttered. Let every figure and diagram made upon the blackboard be correctly made. Let all the movements of classes be orderly. Let explanations be ablaze with light. Let every argument be aglow with truth. Never *pettifog* a question in the school-room. If you cannot solve a problem or demonstrate a proposition, or illustrate a principle, do not make the attempt. Pupils will never forgive pretension—they hate shams.

Billy Gray, the rich merchant of Boston, once reproved a carpenter for not doing his work well. The carpenter told Billy he knew him when he was nothing but a drummer.—"Well," said Mr. Gray, "didn't I drum *well*—eh? Didn't I drum *well?*"

ITEMS.

George Peabody, the London Banker, was received on the 9th ult., by the people of Danvers, Mass., in such a manner as indicated profound respect for his character, and gratitude for his liberality. It will be remembered that in 1852, Mr. Peabody gave a large sum for the purpose of founding a Lyceum in his native town. He believes that "Education is a debt due from the present to future generations."

A. Good Idea.—At the late meeting of the N. Y. Teachers' Association, the following resolution was adopted:

Resolved, That under a vote of their respective districts, trustees should have authority to select, not exceeding one acre of land for a school-house site, in the same manner as land is now taken for highway purposes.

Education and Crime.—From statistics presented to the British Scientific Association, at its meeting in August last, it was shown that about seventy per cent of those arrested for crime could not read. All reports presented showed a fearful connection between ignorance drunkenness and crime.

SHEBOYGAN UNION SCHOOL.—This school has been opened under the charge of Mr. D. J. HOLMES, as Principal. The people of Sheboygan have erected one of the best School Buildings in the State, and have shown an enlightened liberality in arranging their school, which will be as beneficial to the place as it is creditable to the people. Success to the Sheboygan Union School.

WE understand that Mr. W. VAN NESS, so long and so widely known in our State, as the efficient Principal of the Fond du Lac Union School, has resigned. We deeply regret this; Mr. VAN NESS has labored long and hard in the cause of education, and there are too few such men in the State not to make his loss felt.

The people of Fond du Lac have heretofore shown an interest in sustaining their public Schools, which led us to suppose that Mr. VAN NESS' connection with them would continue for a long time to come.

IT is said that Mr. JOHN G. KEENAN, of Lansingburgh New York, has solved the problem of the tri-section of an angle. Let us have the proof.

A School, we understand, has been established in Maza Mania, by Mr. BENEDICT, a graduate of our State University, under very favorable auspices. It is the intention of the founders to make it of a high order.

THE new School Building in Kenosha is just completed. The High School Building has been repaired and refurnished in fine style.—Messrs. McKindley, Butler and Stone are hard at work. Success to them.

A new school-house is to be erected at Palmyra. The people of this thriving village are not indifferent to their educational interests.

WE understand that Mr. BROWN has been appointed Principal of the Fond du Lac Union School, in place of Mr. VAN NESS, resigned. We regret the loss of Mr. VAN NESS, but welcome Mr. BROWN.

AN OLD SCHOOL.—The "Reformed Dutch School," of New York City, recently celebrated its two hundred and twenty-third aniversary.

Mr. J. C. PICKARD, late of Jacksonville, Ill., has opened a school for young ladies at Madison.

WE learn that there is a good state of feeling in Whitewater towards the Public Schools. The efforts of the teachers seem to be appreciated.

THE Public School Building at Horicon will be completed about the 1st of January. It will cost about $9,000.

A. A. KENDRICK has lately been appointed Principal of one of the Ward Schools of Janesville.

Prof. GEO. R. PERKINS, of Albany, N. Y., has been appointed Professor of Mathematics of Iowa University.

Do not forget to read our advertising pages. We advertise the best library books in the country. All the school books advertised by us *are good.*

BOOK TABLE.

SMITH'S JUVENILE DEFINER.—The *idea* running through this work is to *classify* the words expressive of familiar objects; thus under the head of "*things made of leather,*" are the words *shoe, boot, harness, &c.* The plan is good. *Published by A. S. Barnes & Co., New York.*

PHILOMATHEAN MAGAZINE.—Published by the Students of Carroll College, and full of readable articles. We are glad to chronicle its advent.

RAY'S HIGHER ARITHMETIC.—This work seems to be what its name indicates. It is full, and sufficiently lucid. We can commend it as a work of the first class. *Published by W. B. Smith & Co., Cincinnati, Ohio.*

IT gives us great pleasure to call the attention of our readers to the advertisement of the American Educational Year Book for 1857. Such a work can be made a valuable handbook for teachers. When we receive a copy we shall notice it further. *Published by Robinson & Richardson, Boston, Mass.*

BELOIT COLLEGE MONTHLY.—Creditable to all concerned.

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME I.—DECEMBER, 1856.—NUMBER X.

From the German of Herder.

THE USE OF THE BEAUTIFUL IN EDUCATION.

AN ADDRESS TO THE PUPILS OF A GYMNASIUM.

[We give here a translation of a discourse by one of the noblest, purest, and most religious-minded of Germany's great thinkers. It will serve to show the elevated tone in which the subject is treated in the only country where as yet teaching has really taken its rank as one of the liberal arts. We think that no teacher, however humble his sphere of duty, can read it without profit and improvement. A.]

YOUTH is the age of beauty in human life, the period when we love and practise nothing so willing as what seems beautiful. The element of beauty in literature, science, and art, is the sweet allurement which attracts us, the Hesperides fruit which enchants us. The most useful and valuable teaching needs only to seem hard, or to wear an earnest and melancholy countenance, and yonth fifes from it as the talk of dry old age; what is most useless needs only to put on a light and pleasing mien, and it is sought for, loved, and reverenced.

How then? Is this impulse of our nature, this attraction and inclination for all that is pleasing and beautiful, to be contemned? Did Nature commit a sin when she implanted this tendency in our hearts, and adorned with it the years of our first awakening into manly life? Did she commit a sin when she clothed so many forms about us with loveliness, and made the first years of life the spring-time also of human feeling? Is it forbidden to prefer the beautiful to the ugly? forbidden, too, in learning and the arts? In these, the ornaments of human nature, why should we not seek the ornament of the ornament, the essence of the attraction.

Nature never errs, and she would least of all be a deceiver where she shows herself friendly, and in what of loveliness she lays in the path of our lives. She acted as a wise and benevolent mother when she surrounded the true and the good in her works with beauty, and made the first years of our life a garden of pleasant delight. The very novelty of the first objects of our knowledge and activity delights us; the lightness with which our blood flows and our heart beats and our thoughts and desires arise within us, softly allures us up the hard heights of human life, and charms us into its bonds. We learn with pleasure, unconsciously, and as it were in sport, what we hereafter must practise in sadder and more earnest years, and harder and more troublesome relations; an inviting spring

leads us on to the summer, the autumn, and the winter of our days. The Apostle not only says, "whatsoever things are true, whatsoever things are honest, whatsoever things are pure," but also, "whatsoever things are *lovely*, whatsoever things are of good report, if there be any virtue, and if there be any praise, think on these things." The sciences of the beautiful then belong to the age of beauty in human life, and the Creator has ordained that they should be united in bonds of mutual love.

But what are sciences of the beautiful, and how must we love and practice them, that our practice may be beautiful also? These questions seem to me, on account of their importance and even necessity in our times, to be the best possible introduction to a public examination such as this, that we may secure a noble rivalry between the arts themselves and those who are pursuing them.

The word "beautiful" is commonly made synonymous with "easy," for light and thoughtless youth shun nothing so much as trouble and labor; what recommends itself at first sight, what is comprehended at the first glance, is preferred; what requires thought, zeal, and exercise, though it be of the utmost value, is neglected. Nothing is read but the dear mother-tongue, especially when what is read was lightly written, and is only sugar-plums in the mouth. Perhaps we add the French, partly because it is so easy to learn, and partly because it contains so many sugar-plums. There is the gingerbread of pretty romances, pretty poems, pretty stories, comedies, and plays; the cut of the language is of the latest fashion, its style is easy and to catch the eye; by all means, therefore, be it learned, say they. But the true fountains, the everlasting monuments of the science of the beautiful, the Greeks, and Romans, are passed by because the knowledge of them costs labor, because the entrance to these shrines is through the fore-court of a learned tongue. Ask many a youth whether ideas of beauty and of intellectual pleasure are associated in his mind with his Virgil, his Horace, Cicero, Homer, Theocritus, and perhaps he will tell you Yes, with an easy reading translation of them; but in the Greek and Latin, they are Classics, and with most youths the Classics and intellectual pleasure are widely separated notions. Just the very form which contributes so much of their beauty is that which makes them hateful and troublesome to the lazy pupil. The monkey would gladly have the sweet kernal, but he will not crack the hard nut; it breaks his pretty teeth.

Is not the Greek a beautiful language? do not its writers deserve to be learned, if only for the rules and examples of the beautiful they afford? The present examination will be your answer. Perhaps we shall find as many lovers of the most beautiful of all beautiful languages as once there were reckoned Muses, nine! Perhaps we shall find not nearly so many.

O, it is an idle and a wanton age when that only is called beautiful which is easy, and nothing pleases us but what flies into our very mouths! "I went by the field of the slothful," says Solomon, "and by the vineyard of the man void of understanding; and lo, it was all grown over with thorns, and nettles had covered the face thereof, and the stone wall thereof was broken down. Then I saw and considered it well: I looked upon it and received instruction. Yet a little sleep, a little slumber, a little folding of the hands to sleep; so shall thy poverty come as one that travelleth, and thy want as an armed man."

Thine easy knowledge will bring thee neither honor nor bread; not rightly

hast thou learned; thou hast put to sleep thy spirit, wasted thy best time, the first young power of thy soul. By forever trifling thou hast lost the habit of earnestness; by giving thyself up to sport, labor, without which no work can be accomplished, no glory, no aim of life attained, becomes insupportable and impossible.—Thou hast eaten sweets till they have ruined thy digestion. Soon the beautiful will be no longer beautiful, but wearisome and disgusting, because thou hast enjoyed it to excess, and thou wilt languish like a sick man, at the very fountains of health. O hear, who has ears to hear; for what I say is terrible truth. Pleasure and Beauty when thus pursued become hateful in the end,—Sirens which allure and mislead you, Circes which transform you. You will be a cuckoo to prate miserable verse, a crow to write reviews or a peacock or a goose in guise of a bombastic or a pleasant-cackling preacher.

Every art and science, whether called "fine" or ugly, requires labor, industry, practice; poets and orators, whose works are commonly the only part of literature which is reckoned among the Fine Arts, never become great without industry and labor. The reviver of German poetic art, Opitz, wrote Latin elegantly, was well acquinted with ancient literature, and made as good Latin as he did German verses; the modern reviver of it, Haller, was certainly as great* as a scholar, philosopher, physician, naturalist, and botanist, as he was as a poet. The elder Schlegel translated Sophocles at school, and studied his art in ancient models. In what branch of learning has not Lessing distinguished himself? His poetry and his style are perhaps the least of his excellences. Among the English, Milton was a great scholar and statesman as he was poet; and who does not reverence the great names of Grotius and Erasmus? Grotius was Theologian, Jurist, Statesman, Historian, Scholar, and Philosopher, to as great an extent as he was Poet, and even national poet. Every one knows the epigram of Lessing.

That you a poet are, good sir, that gives me special joy;
That you *no more* than poet are, that doth me much annoy.*

Every art and science has in it an element of Beauty, but this beauty is only to be enjoyed by the exercise of unconquerable industry. All individuals who have by nature a strongly developed gift for the pursuit of any one of them, illustrate this. What study seems to the common understanding dryer than Mathematics, and yet what great mathematician does not find in them the greatest delight? Galileo in his prison consoled himself with his discoveries as the noblest doctrines of the beautiful, and Kepler declared be would not exchange one of his for a Dukedom. We see with what love a jurist, a statesman, a physician, a naturalist, a historian, a student of mechanics, yes, even a diplomatist, or a stndent of heraldry, live in their science, provided they are formed for it by nature, have studied it thoroughly, and are in a position to practice it successfully. Every labor accomplished is sweet, every difficulty and obscurity stimulates their zeal; every fortunate discovery—never made without previous labor—is their dearest reward; verily, all these do something besides plucking fading flowers and sucking indigestible sugar-plums. The bees do not get their honey without labor; it

* A good deal greater, we fancy. Herder himself is a better example of the union of scholar and poet than any of those he adduces. —Tr.

* Es freuet mich, mein Herr, dass Ihr ein Dichter seyd;
Doch seyd Ihr sonst nicht mehr, mein Herr, das ist mir leid.

is the drones who steal what was gathered by others and does not belong to them.

It is not therefore lazy and superficial facility that creates beauty in the sciences and the arts; what does create it? The ancients called such sciences *artes quæ ad humanitatem pertinent, ad humanitatem informant*, sciences which form us into men, and perhaps we might best name them formative sciences. What forms the powers of our souls is beautiful; what does not, does not deserve the name, though it be covered all over with tinsel. I know we have in these modern times lost this idea. We oppose the sciences of the Beautiful to the higher, more earnest, more fundamental ones, as though the latter could deserve the name, and yet could be trifling, or low, or flat, or dry, or superficial, or unmanly. Allow me, then, a little space to show the falsity of this distinction, and to recommend to you the true conception of the beautiful, that is, the formative element in all sciences.

I say, then, that the sciences of the Beautiful cannot be separated from, and set in opposition to the fundamental sciences, for that to which beauty belongs must be fundamental or else it is a false and deceitful beauty. The sciences of the beautiful and the sciences of the true cannot be opposed to one another, for the former are no court jesters: they too have earnest aims, and can only be furthered by strict rules and the earnest use of means. And finally, the sciences of the beautiful and higher sciences do not stand opposed to one another as though the former were trifling and of lower rank; both have ideals, each after its kind; both require high and richly endowed souls. All these distinctions rest on misunderstanding and misuse of the classification of those barbarous scholastic times whose relics linger in so many places. Then first was heard of the so-called seven free arts.

Gram. loquitur, *Dia.* verba docet, *Rhe.* verba ministrat,
Mus. canit, *Ar.* numerat, *Ge* ponderat, *Ast.* colit astra.*

Even here we see those most prosaic of studies, grammar, logic, even mathematics and astronomy enumerated among them. Afterwards separate spheres were assigned to grammar, philosophy, and mathematics; what remained became the distinct province of the Fine Arts, and to them was left nothing but the noble art of verse-making, and a bit of rhetoric or the fine art of spinning sentences. The truly fine arts, those namely which inform the soul, which create thought, which give taste and judgment,—in short, all the strength and substance of the spirit were taken away, and now one might indeed distinguish them from the useful, the fundamental, the earnest, the noble—sciences which are, as I view them, the sciences of Beauty themselves—for as the others were left, they were ugly enough. Will any one tell me how we can have a beautiful form where there is no substance—how one can speak beautifully who has no thoughts, or where true, earnest, and serious aim, where true passion and the inspiration of a real purpose ever failed to make one speak well? Even the spider does not spin her web without a purpose; she means to catch flies; but we with most of our fine wordwebs of empty rhetoric do not even do that.

What then are the sciences of the

* Barbarous, mnemonic verses, enumerating the chief studies pursued in the schools of the middle ages—The famous *Trivium* and *Quadrivium*, or course of three, and course of four studies, which together formed the mediæval notion of a liberal education. *Dia.* stands for *Dialectica* or Logic; the rest are obvious.—Tr.

Beautiful? and why do we call them so? Either the word must mean that we learn in them what is beautiful, and why it is so; but this we never learn by rules alone, never without materials and examples;—or they are the sciences which supply a beautiful form to these materials, and here the idea of the beautiful is identical with that of the formative. No science can be called a science of the Beautiful when it merely racks our memories, gives us words without thoughts, dogmas and assertions without light or proof or exercise of practical judgment; in short, when it does not form the powers of our soul. As soon as it does this it becomes agreeable; and the more it does this, the more it occupies our fancy and inventive faculty, our wit and taste, our judgment, and particularly our practical masculine judgment; the more powers of the soul it occupies at once, the more elements of culture it has, and every one says the more beautiful it is.—Take, for instance, philosophy, which is usually excluded from what are called Belles-letters. But truth lies at the foundation of all beauty, and all that is beautiful can only lead to the true and the good. I lay it down as a principle, then, that truth, so far as it relates to man, is beautiful; for beauty is only the outward form of truth. Dry ontology, cosmology, psychology, theology, logic, ethics, politics, please no one: but make the truths of all these sciences living; place in clear light their origin, their connection, their use, and application; bring them so near to the soul of the reader that it discovers with the discoverer, observes with the observer, judges with the philosopher, and applies and exercises the truth with the good man,—and what more beautiful sciences can there be than these? It is a great attraction to see the connection of truths, a high satisfaction to survey the chart of human knowledge in any province, with its lights and shadows, and to sharpen one's wit, one's inventive faculty and judgment at every step by the truth which one discovered and the error which another encountered. Is there a greater picture in the world than the world itself, as cosmology, natural history, and physical astronomy reveal it? a finer or a more interesting drama than the hnman soul itself reveals, whether in a wide or a narrow sphere of activity, with its faculties and powers, its duties and relations, passions and impulses? If one cannot speak here, by a true and complete representation of these things, with a living power to the understanding, and effectually to the heart, where can he?—This whole newly discovered and barbarous science, *æsthetics*, is nothing but a part of logic; what we call taste is nothing but a lively, quick *judgment* which does not exclude truth and profoundness, but rather pre-supposes and requires them. All didactic poems are nothing but philosophy in sensible form, fable nothing but the representation of a general truth present and in action. From whence did Cicero take the most beautiful, the most striking materials for his eloquence, but from philosophy, from the analysis of things themselves, of the human heart, and the human understanding? Philosophy therefore is not only one of the sciences that pertain to beauty, but is the mother of the beautiful.—Rhetoric and poetry owe to it all that they have that is truly informing, useful, or agreeable. Next to it is history, so far as it iucludes a knowledge of countries, men, their governments and states, their manners and religions, their virtues and vices. If these subjects are pursued as we often with astonishment and aversion see them pursued, they are surely nothing but the rubbish of science; pursued as

they might be and ought to be, so as to impart interesting, clear, and valuable knowledge, such as informs the student's mind with wisdom, can there be sciences more beautiful than those of geography and history? Who does not willingly read and hear history? What cultivated man does not receive the greater part of his culture through history of others, and experience, which is the history of himself? And are the epic poem and the drama anything more than history, true or fabulous, adorned with the attractions of language, outward representation, and imagination?—and is not many a history truly related and described with beauty more attractive than an exaggerated epic or the false representations of romance? It only depends then on choice, method, and diction, that the teacher make interesting all that he brings forward, offer it in a form to attract the understanding, move the heart, and excite all the powers of his hearer's soul, to turn history into the truest rhetoric and the truest poetry. In the histories of the ancients, history and oratory are united; the finest speeches are incorporated into their histories, and cannot be understood or appreciated without them. The good narrator must follow the same rules as the poet; and if the orator or the poet would not merely give pleasure, but improve, inform, and excite to sympathetic action the minds of those he addresses, he has the same aim as the historian or the philosopher. In short, truth, beauty, and virtue are the three graces of human knowledge, three inseparable sisters. He who would have beauty without truth, grasps at the wind; he who studies for truth and beauty without virtue, which is their use and practical application, pursues a shadow. Beautiful form can only be made visible and living in beautiful substance; the truest, richest, most useful, most informing sciences are ever the most beautiful.

Time would fail me to show how all the rules of beauty are nothing except so far as they serve truth and goodness; how all the flowers of eloquence are nothing, except so far as they favor truth and goodness: how the best part is wanting to all sciences if one robs them of beauty; how every science of each in its own way, can have it and should have it; how no science need be rude or repulsive, and even the abstractest knowledge has its attraction and its beauty, if only it is pursued in a way to inform and be instructive. Enough for to-day: to-morrow, I trust, will prove that every science here pursued is a science of beauty, because it is made agreeable and interesting, because it is learned with pleasure and love, because it is taught in a natural and attractive manner.

And you, pupils, now passing out of youth and becoming men, cast aside the puppets of childhood, the empty grass and flower garlands which fade so soon and then are so disgusting; love what is worthy of love in every form, but ever in relation to truth, goodness and usefulness. Love and study the ancient languages; they are the sources and patterns of all that is noble, good, and beautiful. Love philosopy, theology, and history; they nourish the heart, and fill the mind with thought, and thus furnish the material of all that is capable of receiving or worthy of a beautiful form. Shun not labor and toil; as soon as you enter into the spirit of your work, toil will disappear, changed into beauty and enjoyment.

And thou Frst Cause and Author of all truth, goodness, and beauty, accept the consecration of this school and the exercises of these days to the pursuit of true loveliness and beauty, which is the true culture of human souls.

From the N. Y. Teacher.

A SCHOOL INCIDENT.

BY E. DUCO.

My teacher was a man for whom I felt, from the first day I entered his school, the greatest respect. His bearing was gentle and pleasant, yet firm. He conducted himself before the school and in his administration of discipline, with what I should now term, a quiet assurance.—His self-control was, I think, almost perfect. Never fretting, never scolding his pupils, or occasioning a great excitement among them by some unusual harshness or severity. When an amusing incident occurred, or he engaged in a lively strain of remark, causing some little exhibition of mirthfulness, he never forgot either himself or his school, so as to permit what was simply meant for a wholesome relaxation, to degenerate into disorder and confusion.

It is said that most teachers are hobby-riders. If my teacher ever rode a hobby it was that of neatness. To present a slovenly appearance, or to mar books or furniture, was with him a serious offence. As a consequence, the same spirit, to a commendable extent, prevailed among the pupils, and a laudable degree of pride was manifested in the care and appearance of everything connected with the school.

One forenoon, during the last half hour of the session, I was busy engaged in solving a difficult arithmetical proplem. While absorbed in thought, I unconsciously rubbed the point of my well sharpened pencil upon the surface of the desk. The tap of the bell for dismission, brought me to myself again, when I first became aware of the mischief I had done. My desk was sadly marred. I felt so mortified and chagrined at my carelessness, that I did not promptly, as I should have done, inform my teacher of it, but passed on out of the school-room. I returned in the afternoon with some degree of trepidation; resolving that when a favorable opportunity offered I would explain the circumstance. The first exercise was writing. My teacher, in passing around giving instruction, paused behind my desk. Almost immediately his eye fell upon the defaced surface. "Edward," he inquired abruptly, "did you scratch your desk?" His sudden question took me by surprise. A number of eyes were upon me. I wanted to explain; hesitated; became confused, and answered—No! My character for honesty and truthfulness, had, up to this time, stood unimpeached; and it was a principle of my teacher not to doubt the veracity of a boy without good evidence. He replied, "I suppose it must have been done, perhaps carelessly, by one of the pupils who tarried at noon." Upon inquiry, of course, no information was received in regard to the matter. During the recitation of the afternoon, my teacher acted towards me so frankly, and with such an absence of suspicion in his manner, that while I felt grateful for his good opinion, I was deeply humbled and abased in my own estimation. I realized that I was both a liar and a coward; not having sufficient moral courage to speak the truth. My conscience said, "go to your teacher and acknowledge your fault." My pride objected, "you have heretofore sustained a good character; no one suspects you have spoken an untruth; if you tell of yourself, you will lose the good opinion of your teacher and schoolmates; seeing that the thing has gone so far, let it rest as it is, and do better, and act more carefully in the future." This inward conflict continued till the close of the week; when, after shedding many tears, I re-

solved to inform my teacher of my transgression. Accordingly on Friday afternoon, I tarried after the dismission of the school. As soon as my teacher was at leisure I approached him, and bursting into tears acknowledged my falsehood and related the particulars that led me to it. He saw that I was truly repentant. Placing his hand upon my head he spoke to me, soothingly and encouragingly, of confession and repentance, and of a proper self-respect; and in conclusion assured me that I stood as high as ever in his esteem. I left the school-room that evening a happy boy.

When, on Monday morning, my teacher simply announced that the one who had defaced a certain desk, had nobly acknowledged his offence, and that he deemed the act, under the circumstances, excusable, without raising the slightest suspicion toward me, I felt that he regarded my feelings; that he had not wantonly exposed the breach in my character; and my gratitude towards him scarce knew bounds. My love for my teacher, my love for truth, and my love for an honorable course of conduct, was sensibly increased. I never again allowed myself to hesitate, or to equivocate, in the acknowledgment of a fault.

This little circumstance has had a great influence in the formation of my character. I have often since thought, that if my teacher had, in the first instance, doubted my word or, upon my confession, reproved me sharply for my falsehood, or mentioned the circumstance so as to expose my fall from truth, in either case I might have been disheartened and ceased my efforts to preserve what was partly lost. To repose confidence in a pupil, to cultivate his self-respect, and to sympathize in his failings, are essential parts of a conscientious teacher's duty.

Newark, N. J., Oct. 11, 1856.

From the Orator.

THE AMERICAN ALADDIN.

BY G. W. CURSIS.

When we go out on Saturday afternoons to moralize and see new houses, we usually take our young ones by Aladdin's palace. Aladdin was a Yankee. He started life by swapping jack-knives, then putting the halves of the broken marbles together and passing them off as whole ones. When he had gathered some brass, he went to school all the summer to learn the golden rule of arithmetic—addition for himself, and substraction for his neighbor.

At an early age, Aladdin was considered to be good at a bargain, which meant, he could always succeed in changing a worse for a better, always keeping the blind side of a horse to the wall when he had to sell it; and the village said that certainly Aladdin would succeed. When he left, "he will be rich," said the village, with more approval than it would say, "he will be generous and true." To Aladdin, the world was but a market in which to buy cheap and sell dear. For him, there was no beauty, no history, no piety, no heroism. Vainly the stars shone over him, vainly the south wind blew. In the wake of the great ship Argo, in which Jason and his companions sailed for the Golden Fleece, over the gleaming Mediterranean, where the ships of Tyre, Rome, and of the Crusaders, had been before him, through the Pillars of Hercules, through which Columbus sailed to find fame in a new world—now sails Aladdin to find fortune. To him all lands are alike. No Homer sang for him in the Ægean; he only curses the wind that will not blow him into Odessa. No syrens sing for him, but he loves the

huge oath of the lively boatswain. With the Bible in his hand and a quid of tobacco in his mouth, he goes about the holy places in Jerusalem, and "calculates" their exact site. He sees the land of the Rameses and the Ptolemies; and the reverend records of the Lybian desert, whose echoes have slumbered since they were tramped over by Alexander's army, are now awakened by the shrill whistle of Old Dan Tucker. He insults the Grand Llama, hobnobs with the Grand Mogul, turns his back upon emperors, and takes a pinch out of the Pope's snuff-box. He chews with the Arabs, smokes opium with the Turks, and rides for a bride with the Calmuck Tartars.

Aladdin comes home again, and the admiring village points him out to the younger generation as a successful man: "My son, look at him: he began with nothing; now see." "My son" does see and beholds him owing a million of dollars, and of all societies of which he is not president, a director. His name is as good as gold. He has bought pictures and statues. He has, also, bought a Mrs. Aladdin and housed her in luxury; but he picks his mouth with a silver fork.—He has a home for a poet; but he makes it his boast that he reads nothing but his newspaper. He goes to church twice on Sunday, and only wakes up when the preacher denounces the sinner of Sodom and Gomorrah, and those "tough old Jews" of Jerusalem. His head is bald and shiny with the sermons which have hit and glanced off. He clasps his hands in prayer, but forgets to open them when the poor box is passed around; and he goes home like a successful man, thanking God that he is not as other men are. And after dinner he sits before the fire in his easy chair, lights a large cigar, and looks languidly at Mrs. Aladdin through the thick smoke.

By and by old Aladdin dies. The conventional virtues are told over as the mourning carriages are called out. The papers regret they are called upon to deplore the loss of a revered parent, generous friend, puplic spirited citizen, and pious man; and the precious swapper of jack-knives, and the model set up to the young generation is laid in the dust.—Above his grave the stars he never saw now burn with a soft luster which no lamps about a king's tomb can emulate; and the south wind, for whose breath upon his brow he was ever grateful, strews his lonely last bed with anemones and violets that his heels crushed when living; and we who are to be formed upon that model, carelessly remark as we stir our toddies, "So old Aladdin is gone at last; and, by the way, how much did he leave?"

Instructing Children.—It needs all we know to make things plain. Instructors of children—and it is a good thing there are schools for such—should remember this in the exercise of their duties.

"I once saw a clergyman," writes one who has made the thoughts and feelings of children his study, "try to teach the children of a Sabbath school that they should live after they were all dead. He was too abstract at first. At length, however, taking his watch from his pocket, which arrested their attention in a moment, he said:

"James, what is this I hold in my hand?"

"A watch, sir."

"A little clock," said another.

"Do you see it?"

"Yes, sir."

"How do you know it is a watch?"

"Because we can see it, and here it tick."

"Very good."

He then took off the case, and held it in one hand, and the watch in the other.

"Now children which is the watch! You see there are two which look like watches. Now I will lay the case down —put it there in my hat. Now let us see if we can hear the watch ticking."

Yes, sir, we can hear it!" exclaimed several voices at once.

"Well children, the watch can tick, go and keep time, as you see, when the case is taken off and put in my hat as well as before. So it is with you, children; your body is nothing but the ground, and the soul will live, just as well as this watch will go when the case is taken off."—*Dryden.*

SCHOOL MACHINERY.

Every school has of necessity some kind of machinery by means of which its movements are regulated, and order and study secured. The variety of instrumentalities employed in the school room, is, probably, as great as in any other department of labor. Each agency has its zealous advocates, who claim for it superiority over all others. The "Schools" in school discipline are about as numerous as in theology.

The primitive agent was the *rod.* Even in the days of *Addison* its use was nearly universal—not only to improve the English boy's manners, and lop off the unnecessary shoots of his depravity, but also to awaken his understanding, quicken his dullness, barb his genius. He was *switched off.*" His careless a in writing was feruled into the intended *o* (oh!).—Even the false quantity of his *Latin* verse was correctly measured on his cranium; but, to his great favor, the meter was generally *Adonic.*

To this primitive machinery have been added many inventions and improvements, though its use, the thought of which so haunted *Steele* for more than twenty years after his release from school, is by no means one of the "*lost arts.*" In cases of emergency, the rod will, doubtless, ever be regarded as a *sine qua non.* The other extreme in school forces is *love.* The child is won from his waywardness, his enthusiasm kindled, his stupidity healed, and his soul warmed into an intense desire for success, by the potency of affection and good will. The inventor of love as the true art of school discipline, deserves more fervent grattitude than a Fulton or a Watts.

The medial agent—and one in pretty general use—is the *tongue.* Of all school forces this is the most potent. It combines the fear of the rod and the *charm* of affection. In its magic tones is a power strong enough to quiet the rage of a maniac, and in its discords and irritations lurks a demon, possessed of evil spirits enough to convert any school room into a pandemonium. It can flatter a stupid fellow into the belief that he is a prodigy, and put his sluggish soul into quite a brisk movement for fame; or it can sting the sensibilities with derision and shame, until the inflamation *consumes* every aspiration and hope of cuccess. The "armod pedagogues," which were such a terror to *Steele*, are important for mischief, compared with the Xanthippes of equally ancient fame. Another agency in the education of youth—without giving its relation to those already mentioned—is what may well be termed the *motive power.* Motives of personal reward, pride self-respect, honor, ambition, duty, etc., are held up before the youthful mind, as a stimulus to effort. Neither the rod, the

tongue, nor the love of his teacher, influences his conduct, or shapes his character. He studies neither through fear of, nor love to his teachers; but either to attain personal ends, or to acquire the ability of doing great future good to others. The potency of proper motives, as a means of school disciplin, should not be overlooked; but the nature of the motive used, should be considered with great care. The selfishness of the human heart needs no special culture. Its aims and aspirations, on the contrary, need elevating and enlarging—the great motive for influence is *duty*. One has well said, that the motive truly glorious is when the mind is set "rather to do things *laudable*, than to purchase reputation." To give an increase of force and weight to the influence of correct motives upon the young, the fear of the punishment, consequent to an improper course of conduct is doubtless a valuable auxiliary. It was a custom among some of the ancient Greeks to make their slaves drink to excess, and then expose them to their children, that by this means they might receive an early aversion to a vice which makes men brutal and monstrous.

These embrace, we think, the principal agents, or forces, used in the school room. The system of rules and usages—the peculiar mechanism, by means of which these forces are applied and combined into a system of culture and discipline, constitute what we mean by the machinery of a school. The forces used by different teachers are, frequently the same, while the means of applying them vary greatly. There is, however, sufficient similarity in the machinery of different schools to give rise to what are called "systems." This similarity, however, pertains more to the means of ascertaining how the machinery of the school works, than to the parts and adjustments of the machinery itself.

One of these systems is known as the *monitorial*, and applies chiefly to the government of the school. We remember distinctly our first introduction to a large Graded, or Union School. At the right and left of the teacher sat the two monitors, with pencil and paper in hand, noting the whispering and other cases of disorder among the scholars. It was to us a novel scene. The teacher, relieved from the care of the school was giving his "undivided attention" to a recitation. It seemed a regular gala-day for the rogues, who, with eyes on monitors, vied with each other in adroitness and cunning.—The fellow who could cut up the most pranks and not get "spotted," considered himself the hero of the day. When fairly detected, and the monitor was about "to clap him down," all his skill and practice was brought into requisition to establish a case of innocence. The monitor on the other hand, who could make out the biggest list, was the most popular with the teacher, as it was an evidence of great faithfulness. As the monitors were excused from school duties there was a brisk competition for the post. We received the impression then—and a more intimate acquaintance with the system has but deepened it—that the monitor generally, instead of being a check, is the *occasion* of half the mischief he sees.

Another system is the *self-reporting;* of this we have a more favorable impression; though in the hands of inefficient teachers it is, doubtless, the source of incalculable mischief. Temptations, at best, beset the pathway of every child; it would seem to be the duty of instructors to remove, instead of multiplying them: still, where the means of detecting a false report exist and are vigorously used, the

very temptation overcome, imparts moral strength.

The popular sentiment of the school, thus fortified and supported, becomes a bulwark against falsehoods. Confidence in the truthfulness of children is one of the surest measures for making them worthy of it; at the same time, there should be the certainty of detection if false, and the strongest motives on the side of truth. To extend confidence to a child, and at the same time, strong temptations to abuse it, is almost certain to prove disastrous. In the self-reporting system there can, and always should be, the strongest influence in favor of truth-telling.

The system of marking recitations, used in most of our colleges, for the purpose of comparing the attainments of the different members of the class, proves a spur to its drones and a strong incitement to diligence. The class marks, in many colleges, constitute the basis upon which the college honors are confirmed. At *West Point*, I believe, the honors are conferred upon the *joint* basis of scholarship and deportment. Attainments in study are there counteracted by disreputable behavior. For schools, the system of West Point seems greatly preferable.—Why should the attainments and conduct of the scholar be divorced in the estimate of scholarship?

A complete machinery is one of the distinctive features of a model school—a machinery simple, yet effective, combining every proper influence; but, after all, machinery is not success. Theoretical systems of education, however grand and imposing, without the vital power of the living teacher pervading and energizing the whole enginery, are at best but splendid failures. The greatest machine in the school room is a *live*, enthusiastic Teacher.

R. E. WHITE.

HOW TO PROMOTE PEACE IN A FAMILY.

1. Remember that our will is likely to be crossed every day, so prepare for it.

2. Everybody in the house has an evil nature as well as ourselves, and therefore we are not to expect much.

3. To learn the different temper and disposition of each individual.

4. To look upon each member of the family as one for whom we should have a care.

5. When any good happens to any one, to rejoice at it.

6. When inclined to give an angry answer to "overcome evil with good."

7. If from sickness, pain or infirmity we feel irritable, to keep a strict watch over ourselves.

8. To observe when others are so suffering and drop a word of kindness and sympathy suited to them.

9. To watch the little opportunities of pleasing, and to put little annoyances out of the way.

10. To take a cheerful view of everything, even of the weather, and encourage hope.

11. To speak kindly to the servants—to praise them for little things when you can.

12. In all little pleasures which may occur to put yourself last.

13. To try for "the soft answer which turneth away wrath."

14. When we have been pained by an unkind word or deed, to ask ourselves: "Have I not often done the same and been forgiven?"

15. In conversation, not to exalt yourself, but bring others forward.

16. To be very gentle with the young ones, and to treat them with respect.

17. Never to judge one another harshly, but to attribute a good motive when we can.

For the Journal of Education.

TRIALS OF THE TEACHER.

CONTINUED.

If our trials spring from a diseased body, much exercise in the open air, and clear sunlight, a calm and cheerful spirit, a sun-burned brow and toil-hardened hands, a walk or ride, not merely for its own sake, but a walk or ride enlivened by good company and sweetened by mental activity, as there may be joined with it much of scientific research—will be found an invaluable specific for this class of ills. The confinement of the school room is apt to induce disease, which presents as one of its worst features an unwillingness to apply its proper remedy. When we feel the pressure of listlessness, the dull headache, and the uneasiness so common to the Teacher, when we imagine our pupils unusually restive and noisy, let us betake ourelves as soon as released from School to the garden, the field or the woods, and find in our own recruited energies the best rod of correction.

If we feel oppressed by mental inability, let us rise like men, gird ourselves to the work of improvement. There are means within our reach. He, who remains at a stand still, does so from *sheer laziness.* He has placed before him in every form, food fitted to his taste and well adapted to sustain and strengthen. The Press affords him solid as well as lighter food. The association, the institute and Teachers' Classes, furnish him the means of brightening his own ideas by bringing them in contact with others. Books in every department of science are accessible. The great Book of Nature lies open before him. If he *can not*, if he *will not* from these sources derive the advantages he needs, he may as well sink back into utter nothingness, and find in his *ignorance* his *highest bliss.* Every mechanic, who would improve himself has upon his table some Journal of Art. Every farmer finds time to read the agricultural department of his weekly paper, if he has not a Journal devoted exclusively to his particular occupation. Why should not every Teacher have at hand some Educational Journal, which may remind him of his faults and suggest the means of their reform in a kindly manner?

We may never be free from a sense of inability to instruct all our pupils with an equal degree of success. We may never feel perfectly qualified for our task. We may have even some, who seem stupid, uninterested and unimproved, but will not the keenness of our trial at this be much blunted, if we have with us the consciousness of having faithfully performed our duty in the work of preparation. No one may expect perfection in this respect, but there may be much less imperfection. Every failure to give the pupil a clear understanding of the subject explained, should inspire us to new zeal, should fire us to greater earnestness, should drive us to our books, to much patient study and thought. The Physician finding a disease not familiar to him, betakes himself to his books, nor is he satisfied, till he has found the proper remedy, or been compelled to acknowledge his inability to treat the patient. The trial raises to ihe Teacher not so much from his inability to instruct, as from his consciousness of having made little or no effort to conquer this inability. Try earnestly, faithfully, and if at last you are compelled to yield, the confession will be a source of joy even. It ceases to be a trial.

Is want of power to govern a source of trial? First govern yourself; let all see that self control is your constant study. "Let love through all your actions run."

Let it be mingled even with the most severe punishment that at some times may be necessary. Study character. Learn by frequent visiting the nature of home discipline. Make the parent your assistant by causing him to feel that you are his friend. Above all be governed by the rules of the Bible. *There* may be found instruction sufficient for every case that may arise. Let the Spirit of the Great Teacher be your constant guide. So live and act that at the close of each day you may find little or no occasion for regret at the thoughts and words of the day and this source of trial will be much lessened.

Preparation to meet trial of this kind is a sure preventor of its recurrence.

But do what we may to correct the evils, which lie within our own reach, there are *trials* incident to a Teacher's life, which come from *without* and can not be so readily *reached* and *overcome.*

He is engaged in a Profession, which perhaps contains more *quacks* than any other on earth, those who feed upon the ignorance of others, and maintain that ignorance that they may not lose their means of support. These are they, who give *perfect satisfaction* in every place where they teach; who are unwilling to cast their pearls before swine by attending upon meetings of Teachers of any kind; who know so much already that they are far in advance of any whose acquaintance they have ever formed. These never have trials. Oh, no! such perfect success can not do other than fill them with the greatest joy. Their praise is in every-part of their own mouths. They have some particular hobby which they ride rough shod over their pupils, and all who may be so unfortunate as to receive any attention from themselves. They feed their inordinate self-esteem by sucking the very life-blood of their pupils' minds and in some great display of power in spelling, reading, or ready-reckoning "astonish the natives," and earn a great name, which they can not afford to tarnish by associating with any of the vulgar herd. How many can every true Teacher find in his own vicinity, who measure the ability of others to teach by their understanding some one particular question, precisely as they understand it, and who will condemn as ignoramuses those who can not rattle off the alphabet in its inverted order, or repeat without mistake the multiplication table backwards, or tell just how long you must stop at every pause, or some other equally silly and nonsensical stuff, which is by them assumed to be the whole of an education.

It would be worse than useless to attempt to enumerate the follies of this class, some of whom are found in every community, and who are a great trial to the *true Teacher.* I have no fear of offending them by these words, for they do not read the *Journal* as their own, and if by chance they should look into a neighbor's for the sake of finding something to criticise, they will not feel themselves hit. This class of self-conceited, self-willed *one idea riders* bring much disgrace upon the Profession, and make those who engage in it with a due appreciation of it, often heart-sick.

For this there is no remedy, but is a patient endurance and firm maintenance of the right until public opinion is properly molded and then cancerous tumers are eradicated from the body.

That public opinion is not right is another source of trial. There is too little interest on the part of the public in our schools. This lack of interest is shown in badly constructed school houses, in illy qualified and half-starved Teachers, in heedless pupils and a general neglect of the educational in-

terests of a community. It is a source of great trial to those who strive to honor their calling, and a burning disgrace to the intelligence of the American people that such a character has a real existence as is described in the "Widow Bedett Papers," who starts with a spelling-book in one hand and a halter in the other, fully equipped either to teach a school or to steal a horse. So far as actual results are a safe criterion by which to judge it makes but little difference to the community which occupation he follows, as in either case he takes the property of another without rendering a just equivalent. If any distinction should be made, it should be made in favor of the horse thief, for public opinion sentences him to his just punishment, while in many cases it sanctions his brother the *mind-murderer*. In the vast majority of cases those most vitally interested are the most indifferent. They send their children to school and think no more of them than if they had not a being. They know not, they care not what may be the qualifications or the character of those to whom they intrust the immortal minds of those whom God has given them. Let them apprentice a child to a trade, and endless are their enquiries and great their anqiety lest he be placed under unworthy tutelage. If the shop is near they must drop in every day or two, to note progress and watch instruction given.

When the husbandman goes out to sow, we hear the shrill cry of the village boys scaring the birds from the furrows. The good seed of the mind is to be guarded from vain thoughts descending with fiercer hunger.

There is no greater mistake than that into which many well meaning people fall, namely, the taking violence to be strength.

LITTLE THINGS.

She said—"That few were too young, and none too humble to benefit their fellow-creatures in some way."—"*The Birth-Day Council*," by Mrs. Alaric A. Watts.

Do something for each other—
  Though small the help may be;
There's comfort oft in little things—
  Far more than others see!
It takes the sorrow from the eye,
  It leaves the world less bare,
If but a friendly hand comes nigh,
  When friendly hands are rare!
Then cheer the heart which toils each hour,
  Yet finds it hard to live;
And though but little's in our power,
  That little let us give.

We know not what the humblest hand,
  If earnest, may achieve;
How many a sad anxiety
  A trifle may relieve:
We seek not how the aged poor
  Drag on from day to day;
When e'en the little that they need
  Costs more than they can pay?
Then cheer the heart that toils each hour,
  Yet finds it hard to live!
And though but little's in our power
  That little let us give.—Chs. Swain.

GIVING.

What ever lost by giving?
  The sky pours down its rain,
Refreshing all things living,
  While mists rise up again.

Go, rob the sparkling fountain,
  And drain its basin dry;
The barren-seeming mountain
  Will fill its chalice high.

Who ever lost by loving?
  Though all our hearts we pour,
Still other spirits moving
  Will pay our love with more.

And was there ever blessing
  That did not turn the rest,
A double power possessing,
  The blesser being bless'd?

From the New York Teacher.

LEAVES FROM A TOURIST'S JOURNAL.

BY JOHN H. CANOLL.

PUBLIC INSTRUCTION IN FRANCE.—France may well regard with some degree of complacency her establishments for popular education and professional instruction.—They are in the aggregate so numerous, and in specific objects so diverse, that the limits of a few brief notes will not allow of a description of these institutions, and will scarcely afford opportunity for an imperfect classification of them.—There are establishments, in some cities, called *creches* (nurseries; the word *creche* signifying a manger, or cradle) in which a mother can leave her infant during the day, that she herself may engage in laborious occupations; while the tender frame and feeble intellect of the child is watched over with a care not unworthy of maternal solicitude. From these creches or cradels to the schools of law and the academies of science, there seems to be an admirable gradation; but the cursory manner in which these observations were made would render it hazardous to say that the system is as perfect as could reasonably be desired.

Three classes of instruction, the primary, secondary, and superior, constitute the university of France, which is subject to the jurisdiction of a minister of public instruction, whose duties somewhat resemble those of the regents of the university and the superintendent of public instruction of the State of New York.

The primary schools comprise asylums, elementary, industrial, and all similar schools in which Latin is not taught. Of the elementary schools under the university of France and the city of Paris, there are about 850, which are attended by 83,000 persons, of whom 34,500 are girls, the remainder being men and boys. Of these the university of Paris reports forty asylum schools, containing nearly 8,000 children; sixty-six secular, and sixty-two congregational schools, having, together nearly 30,000 pupils; and thirty-five schools for adults, twenty-six of which are conducted on the system of mutual instruction.

The city of Paris has founded three elementary schools of a superior character, in one of which the English and German languages, drawing, mathematics, physics, technology, chemistry, history, and geography, are taught to more than 300 persons; has established several Normal seminaries, and assists in supporting eight protestant schools and many educational institutions which are not usually included under the name of schools. To these public establishments private enterprise has added, in the city of Paris, numerous elementary and asylum schools, and established courses of lectures, which, it is said, are well attended.

The schools of secondary instruction embrace the lyceums and colleges, and the free schools in which Latin is studied. Of these the five lyceums are most celebrated, although there are several schools of this class which are entitled to a higher reputation than some of the colleges. Three of the lyceums receive both *externes* (day scholars) and *pensionnaires* (boarders); the latter, at a charge of one thousand francs, about two hundred dollars, per annum. Among the schools of this middle rank may be included, also, the *Ecole Normale*, a normal institution of deservedly high reputation, in which the students are gratuitously maintained as boarders, and have free access to laboratories, an interesting cabinet and a fine library.

The superior schools comprise the faculties of theology, jurisprudence, medicine, sciences and letters, and the schools of pharmacy; perhaps, in this class should also be included the Normal School of Paris. Of these institutions the college of France, at Paris, possesses the highest rank. As evidence of the range of subjects reached by the superior schools it may be not inappropriate to state that at this institution there are distinct professorships for the following subjects: astronomy, mathematics, physics, experimental physics, chemistry, medicine, natural history of inorganic bodies, and of organic bodies, comparative embryology, natural and national law, political economy, comparative legislation, history and morals, archeology, Hebrew, Chaldee and Syriac, Arabic, Persian, Turkish, Chinese, and Manchou Tartar, Sanscrit, Greek, Latin eloquence, Latin poetry, Greek Roman and Latin philosophy, French language and literature of the middle ages, modern French literature, foreign languages and literature, Slavonic languages and literature.

Many of these schools, in each grade, are open, gratuitously, to all. In some of the higher institutions young men who have evinced studious habits, or peculiar adaptation to some particular sphere of usefulness, are educated at the public charge.

For the Journal of Education.

THE FIRST IMPRESSION OF A TEACHER.

How much depends upon the first impression made by a teacher, when he enters a common school. The whole community, as well as the scholars, have an earnest desire to see him, see how he looks; how he appears, that they may make up their minds concerning him.—When he enters the school room on the morning of commencement, a great share of his future success depends upon the impression he makes upon those who may be assembled there. How closely they will watch every move he makes, and how sure they will be to hear every word he utters, that they may form a correct opinion of the man. The first opinion, formed either by his pupils or patrons, is the one by which they will judge of whatever he may say or do thereafter. If he obtains the good will of his pupils on this occasion, a very important point is gained, and he is in the straight road to success. His scholars will commence learning immediately, and everything will start in the right direction. If he succeeds in making the first impression favorable, he will generally find himself pleasantly situated, having a contented mind, and enjoying life, because he is conscious of doing good. What evils may attend him if this impression is bad. What situation can make any one *more miserable*, than to be a teacher in a common school where he may have chanced to obtain the *ill will* of both scholars and patrons. After having formed an unfavorable opinion of a teacher, both parents and pupils will be *determined* to call everything wrong that he may say or do. His scholars, instead of studying, will watch him continually, not to observe his good qualities, but his faults, for the purpose of publishing them abroad. Some pupils, who have taken a dislike to the Teacher, will try to irritate him by breaking the rules, very slightly at first, but if he bears that, they will conduct a little worse, and so continue, doing nothing very bad, but continually vexing. If the Teacher is naturally passionate, and allows such pupils to irritate him, he will soon find himself in the midst of much trouble; the only first cause of

which, was the impression first made upon those scholars. When a Teacher has once made a bad impression upon the community, although he may strive to do his best, he can effect but little. To succeed well, a Teacher must have mutual good will existing between his pupils, his patrons, and himself. It is, no doubt, the desire of every Teacher to make the first impression in the right manner, and try, in different ways, to secure this end. Some Teachers put on airs, and appear puffed up on such occasions, thinking thereby to gain the respect of all with whom they meet. This often produces the contrary effect. They are apt to appear a little *awkward* in the business, and all close observers will soon see "the ears peep out above the lion's skin," and brand him a hypocrite. The only way to make a good impression is to be sure to have a mind well stored with useful knowledge, and well cultivated, and then try to make no one believe *that you know more than you really do.* Be as near the perfect man as possible and always appear NATURAL. E. M.

Wisconsin University, Nov. 8, 1856.

For the Journal of Education.

THE IDEAL OF TEACHING.

NO. 2.

In a former article were noticed some of the conditions of success in the Teacher's calling, viz:

1. Thorough acquaintance with the subjects taught.

2. Daily preparation for the school room.

3. Independence of text-books.

To these conditions may be added, as no less important:

4. *Enthusiasm in the work.*

This is necessary in every pursuit. It is true that much effective labor may be performed, which is mere task work, and that the efforts of the Teacher may to a certain extent be successful, although mechanical and spiritless. Some measure of mental discipline may be promoted in pupils, and some degree of knowledge imparted to them, by a Teacher who takes very little interest in the work. Good methods and systems, adopted at second hand, may even be followed with a certain slavish faithfulness; but in such a case, the instrumentality of the Teacher is more like that of one who guides the operations of a machine, than that of a skilful and original artist. Such Teachers will hardly possess any thorough knowledge; their preparation for their daily work is eating, sleeping and arriving at the school room at the appointed hour; their independence of books consists in having committed to memory the contents of certain books.

It is only enthusiasm for the work then, that will fulfill these conditions.—Knowledge obtained as the result of ardent thirst and earnest efforts for its possession, begets in generous minds, a desire to diffuse its light. The enthusiastic scholar makes the enthusiastic Teacher. His exertions are the maximum rather than the minimum of his ability. His mind refuses to be confined to a simple book or treatise; and though in his efforts at independent thought, he may sometimes err and stumble, his pupils' thoughts will move with far more ease and freedom, than if confined to the technicalities of a system, and cramped by a more mechanical drilling.

True teaching implies then, the vital contact of mind within mind; the presentation of the Teacher's own process of thought, in such a way as to excite and encourage the power of thought and expression, on the part of his pupils. But

to teach in this way successfully, implies *uncommon intelligence and earnestness.* This reminds us that the Teacher needs also,

5. Discretion and Humility.

The necessity of these qualities is urged here, in reference especially to the points already remarked upon. In the earnest effort to rise from the position of a mere mechanic, to that of an artist in his profession, the Teacher is liable both to errors of judgment, and illusions of passion. There is needed the most vigilant exercise of that discretion, which makes a right application of principles, which considers carefully the wants and circumstances of pupils, and avoids attempting that which though meritorious in itself, is impracticable. A successful method of conducting a recitation with a class of elder pupils, may be quite inappropriate with a younger class.

On the other hand, the Teacher who makes the attempt to steer his own course, is in danger of thinking too highly of his own opinions and methods. He should break away indeed, from a blind and slavish imitation, Chinese like, of the antiquated methods of "school keeping;" but it does not follow from this that he can at once devise a new and perfect system himself. His good sense will be shown rather by seeking out and adopting improved methods, and modifying them as circumstances require. It is the province of genius to improve, as well as to create. It is said that the transcendent powers of Shakspeare were often employed upon the most common and homely materials of popular literature. But whatever he touched, turned to gold.

Ordinarily that Teacher will be most successful and useful, who, familiar with improved methods, adapts them to circumstances; avoiding on the one hand mere mechanical imitation, and on the other ill-considered innovations. But many a Teacher may be able, by due reflection and careful experiment, to make valuable improvements.

The art of teaching in this conntry, though greatly advanced within some years past, is yet in its infancy. He who like Colburn, (author of the "Intellectual Arithmetic,") introduces a truly great and valuable improvement in school-teaching, is far better entitled to national gratitude and a national monument, than a mere military hero. It may be hoped, the time will at last arrive, when the teacher's profession will be properly estimated, and its all important functions properly discharged. J. B. P.

Sheboygan, 1856.

AN ADDRESS DELIVERED BEFORE THE WISCONSIN TEACHERS' ASSOCIATION, AT ITS LATE MEETING, BY J. L. PICKARD.

(CONTINUED.)

The casket must be placed in careful hands, but the gem it contains may, for aught parents know or care, be entrusted to the *veriest botch*, the *most abject time server*, the most *immoral spendthrift*, merely because he will barter his own soul and ruin the souls of his pupils for a small pittance the fractional part of what it would cost to employ a good Teacher. Such scandalous conduct on the part of parents, such culpable neglect may suit very well those who stay in a school house six hours each day, thinking of nothing but the ease with which they are earning a livelihood, but to the Teacher, who feels that his work is one whose value may not be measured by dollars and cents, who recognizes the great truth that to God he is accountable for the influence he exerts, it is a heart-sickning trial. Do you not feel it such, fellow-

Teacher, you, who have toiled day after day and week after week, it may be month after month, without one look of approval or smile of encouragement from those you are serving with your best energies? Does not your heart sink within you as you recall the vain attempts you have made to secure the attendance of your patrons at the school room at least one-half day out of a term?

Last in the list I place *unjust fault-finding*, not that I esteem it the greatest trial of the Teacher, but because it is made so by the majority of those engaged in the profession. Truly hard is it to find one's best motives wholly misconstrued, to find little faults magnified to the very last degree, to have one's best efforts thwarted by meddlesome *mischief-makers*, it may be by some who are puffed up with a little brief authority, to meet with malignant enemies, busy tattlers, neighborhood regulators, who apply themselves assiduously to school-machinery as long as it is in operation. Such are in every community. But aside from these and infinitely more trying to the Teacher are those, who wish their children taught just as they were taught. They must wear home the ten cent piece as a token of being at "*the head.*" They must spell four times a day and read as many. No innovations can be allowed under any circumstances. The school of to-day must be an exact copy of the school of "forty years ago." But with all this, severe as it must be, the real Teacher finds nothing so trying as stolid indifference. *Bitter strife* even is preferable to leaden inactivity. An occasional *storm* is welcomed more, by the sailor, than a *constant dead calm*. The most successful armies are followed by the largest number of vultures. I can endure with patience a storm of persecution, a perfect *whirlwind* of indignation, if it arise from what my conscience tells me is right and beneficial, but I cannot bear to "dwell among tombs," constantly offended as my senses must be by the mass of dead stagnant matter about me.

Let us be of good cheer. The dawn of a better day appears in some favored localities. Let us by earnest and united endeavor remove these sources of trial.—Already hordes of unqualified Teachers are driven by an enlightened public sentiment to the school, or back to the plow and the bench. The work goes nobly on. Our share in it may be a severe one. We may fall ere we see it accomplished, but if we fall, let us fall at our post. Let us strive to awaken an interest in the public mind by showing ourselves interested. Let us elevate ourselves and draw up with us the load which now weighs us down, but which will grow lighter as we ascend. Time will work a cure.

> "Then let us be up and doing,
> With a heart for any fate;
> Still achieving, still pursuing,
> Learn to labor and to wait."

Platteville, Nov., 1856.

For the Journal of Education.

SHEBOYGAN COUNTY EDUCATIONAL CONVENTION.

Agreeably to a call issued by a few Teachers, an Educational Convention assembled in Plymouth, Sheboygan county, on Friday, A. M., December 5th, consisting of a respectable number of Teachers, School Officers and friends of education.

N. C. Farnsworth, of Sheboygan Falls, was called to the Chair, and W. O. Butler, of Plymouth, appointed Secretary.

M. M. Flint and W. E. Cady, of Plymouth, E. Adams, of ———, and Rev. J. B. Pradt, of Sheboygan, were appointed

a Committee to report a Constitution for the organization of a Teachers' Association.

S. J. STARR, of ———, Dr. A. B. CARY, of Greenbush, and D. J. HOLMES, of Sheboygan, were appointed a Business Committee.

The proper method of teaching Arithmetic was discussed in an instructive manner, by Messrs. Flint and Butler.

Adjourned to half past one P. M.

AFTERNOON SESSION.

Mr. GEO. S. GRAVES, of Sheboygan Falls, in the Chair.

While the Convention awaited the reports of committees, the subject of Physiology was discussed by Messrs. Pradt and Holmes. The former maintained that a knowledge of Physiology and the Laws of Health, was of more importance than a knowledge of Geography. The latter thought Teachers did not sufficiently heed the Physiological connection between bad air, a bad stomach, and a bad temper.

The following resolution was adopted:

Resolved, That Physiology should be taught in our common schools.

The committee reported, and the convention adopted the following Constitution of the Sheboygan county Teachers' Association:

ART. 1. This Association shall be called the Sheboygan County Teacher's Association, and shall have for its object the mutual improvement of its members, and the advancement of public education through the county and State.

ART. 2. The Association shall consist of Teachers, School Officers and Friends of Education, each male member paying fifty cents annually. Honorary members may be elected at any regular meeting, who may, by the payment of the annual fee, become acting members.

ART. 3. The Officers of this Association shall be a President, a Vice President, a Secretary, a Treasurer, and a Board of five Directors, who with the President and Secretary, shall constitute an Executive Committee, any five of whom may constitute a *quorum;* to be elected by ballot at each annual meeting.

ART. 4. The duties of the President, Vice President, Secretary and Treasurer shall be such as pertain to the same offices in similar Associations.

ART. 5. The Executive Committee shall arrange business for the annual meetings, procure Lecturers for the same, and through the Secretary of the Association, who shall be *ex-officio*, their Secretary, conduct such correspondence as may be deemed advisable. They shall also have power to call special meetings of the Association, to provide for holding Teachers' Institutes, to procure Teachers for the same, and to fill all vacancies occurring in the offices; and they shall make to the Association an annual report of their proceedings.

ART. 6. The annual meeting shall be held at such time and place as the Executive Committee shall designate, and any five members who shall meet at any regular or special meeting, shall constitute a quorum for the transaction of business.

ART. 7. This Constitution may be amended at any annual meeting of the Association, by a vote of two-thirds of the members present.

About forty members were enrolled by the Secretary, and the following officers of the Association were elected:

N. C. FARNSWORTH, Sheboygan Falls, President.
DR. A. B. CARY, Greenbush, V. President.
W. E. CADY, Plymouth, Secretary.
J. F. MOORE, " Treasurer.

DIRECTORS:

D. J. HOLMES, Sheboygan.
DR. A. B. CARY, Greenbush.
REV. J. B. PRADT, Sheboygan.
MRS. D. J. HOLMES, "
MISS E. E. SHATTUCK, Plymouth.

Mrs. H. N. Smith, Mrs. D. J. Holmes, Miss J. F. Clark, Miss S. E. Leach and Miss E. Lundegreen were appointed a Board of Critics.

Mrs. Holmes, Mrs. Smith and Miss Clark were appointed a Committee on Resolutions.

Dr. Cary, Mr. H. Gerrells, of Sheboygan Falls, and Rev. Mr. Pradt, were appointed a Committee on Text-books.

The committee reported resolutions.

The business committee reported a programme.

The Association engaged in an earnest discussion on School Government. Remarks were made by Messrs. Gray, of Milwaukee, Gerrells, Northup, Flint, Graves, Holmes and Pradt. Subsequently the Association adopted the following resolution:

Resolved, That the foundation of school government is self government.

Adjourned to half past six P. M.

EVENING SESSION.

The Association took up the following resolutions:

Resolved, That the object in the training of those who have not attained maturity of bodily growth, is to secure the highest health, strength and perfection of body, and a corresponding development of mind.

The resolution was adopted.

Subsequently, the following resolution was also discussed and adopted:

Resolved, That the Association recommend Teachers here present to introduce into their schools, a suitable series of gymnastic exercises, and report the success of their experiments to the next meeting of the Association.

In the discussion of these resolutions, it was earnestly maintained that more attention should be paid to the development of the muscular system and the expansion of the chest. Illustrations of suitable exercises for the school room were given by Messrs. Gray, Holmes and Pratt. Mr. Garrells gave a series of muscular movements to be performed in connection with exercises in the vocal sounds, and Mr. Cady another series to be used in singing. The Chairman, Mr. Graves, also made some interesting remarks, founded upon his own experience.

The Association discussed at considerable length, and subsequently adopted the following resolution:

Resolved, That the Bible should be used as a book of daily reference by the teacher.

Adjourned to Saturday, 10 A. M.

SECOND DAY.

Mr. W. R. Northrup, of Gibbsville in the Chair.

Prayer by Rev. Mr. Pradt.

The Association engaged for a few hours in the following exercises:

1. Reading—class conducted by Mr. Pradt.

2. Practical Arithmetic—class conducted by Mr. Holmes.

3. Mental Arithmetic—class conducted by Mr. Gerrells.

The following resolution was adopted:

Resolved, That the teachers in each town be recommended to meet every Saturday for mutual improvement.

The committee on Text Books presented the following

REPORT:

Your committee having carefully considered the subject of text books for schools, respectfully report:

That they regret to find that an excitement has been created in the county upon this subject, unfriendly to the welfare of the schools.

That they disapprove of the officiousness of book agents, in entering the school room, and recommending their own books, and disparaging others,

That a uniformity of text books in the county, would, in the present state of the schools, be attended with advantages, but should not be urged at the expense of harmony and good feeling.

That the ability and skill of the teacher are of more importance than the character of the books used.

That having examined the books most used in the county, they give their preference to the following:

Sander's Speller and Readers.
Monteith & McNally's Geographies.
Davies' Series of Arithmetics.
Clark's Grammar.
Willard's Histories of the U. S.
Fulton & Eastman's Book-keeping.
Parker's Philosophy.

Mrs. Cutter's and Mrs. Taylor's Juvenile Books on Physiology, are also commended to the notice of teachers and others.

A. B. CARY,
HAWLEY GERRELLS,
J. B. PRADT.

A motion being made to adopt the report, yeas and nays were called for, when it appeared that the ayes were 34, and the noes 2.

The report was then, on motion, *unanimously* adopted.

The Board of Critics presented a series of interesting and instructive criticisms, for which suitable acknowledgement was made.

The Executive committee announced that a meeting of the Association would be held at Sheboygan, on Thursday, Friday and Saturday, the 22d, 23d and 24th days of January next.

Mr. Pradt presented the Association with a copy of the "Pennsylvania School Architecture," which was accepted and thanks returned.

The following resolutions were passed:

Resolved, That the members of the Association be prepared for a thorough examination in Arithmetic, at the next meeting.

Resolved, That the thanks of the Association be tendered to Rev. Mr. Pradt for his assistance.

Resolved, That the thanks of the Association be returned to the citizens of Plymouth, for their generous hospitality.

Messrs. Gerrells, Holmes and Pradt were appointed a committee to revise the proceedings of the Associaiion, and prepare them for publication in the *Evergreen City Times*, and *Wisconsin Journal of Education*.

Adjourned.

N. C. FARNSWORTH, Pres't.
W. E. CADY, Secretary.
PLYMOUTH, Wis., Dec. 6, 1856.

For the Journal of Education.

Editor of the Journal:

DEAR SIR:—As a member of the Educational Convention recently held in this County, permit me to make a few observations. The Convention and resulting Association furnish proof that Sheboygan county is awake in the cause of schools. The proceedings give evidence that there is no lack of intelligence or ability to advance the interests of public education in the county.

The prominence given to the importance of a knowledge of Physiology, and an observance of Health, in the discussions, show that the convention did not regard any system of education as sound or complete, which does not recognise the necessity of physical as well as mental and moral training.

The Resolutions and discussions, in respect to the text books, the use of the bible, and other matters, show also that the convention is becoming independent in its opinions, and healthfully conservative as well as progressive.

Altogether, the gathering may be regarded as highly encouraging to the friends of education, and the movement as only the beginning of a good work.

J. B. P.

SHEBOYGAN, Dec. 11, 1856.

HONEST worth usually wears the garb of true modesty.

MODERN DISCOVERIES.

Bayard Taylor, writing to the *Tribune*, thus sums up the results of modern discovery:

"Within the last twenty-five years, all the principal features of the geography of our own vast interior regions have been accurately determined: the great fields of Central Asia, have been traversed in various directions, from Bokhara and the Oxus to the Chinese wall; the half known river systems of South America have been explored and surveyed; the icy continent around the Southern Pole has been discovered; the North-western passage, the *ignus-fatuus* of nearly centuries, is at last found; the Dead Sea is stripped of its fabulous terrors, the course of the Niger is no longer a myth, and the sublime secret of Nile is almost wrested from his keeping; the mountains of the Moon, sought for through ten thousand years, have been beheld by a Caucasian eye; an English steamer has ascended the Chadda to the frontiers of the great Kingdom of Bornou; Leichardt and Stuart have penetrated the wilderness of Australia; the Russians have descended the Irkoutsk to the mouth of the Amoor; the antiquated walls of Chinese prejudice have been cracked and are fast tumbling down, and the canvass screens which surrounded Japan have been cut by the keen edge of American enterprise. Such are the principal results of modern exploration. What quarter of a century, since the form of the earth, and the boundaries of its land and water were known, can exhibit such a list of achievements?"

Education and Crime.—At the annual meeting of the British Scientific Association, held in August last, an enlightened discussion took place on "The Relations of Poverty, Ignorance, Drunkenness and Crime." A large amount of statistics was drawn from every part of the kingdom, and it was shown that about seventy per cent of the whole number arrested for criminal acts could not read! In Liverpool, the number taken into custody who could read and write well was only two and a half per cent.; barely read and write 46; entirely uninstructed 44. All the prison returns showed a fearful connection between ignorance, drunkenness and crime.

A Magnificent Idea.—Prof. Mitchell in describing the gradual tendency of the earth's orbit to assume the circular form, said its short diameter was gradually lengthening, and would continue so to expand until it should become perfectly circular, when it would again contract to its original shape and dimensions; and so the earth would vibrate periodically, and these periods were measured by millions upon millions of years. Thus, the earth will continue to swing back and forth, to and fro in the heavens, like a pendulum beating the *seconds* of eternity.—*Roch. Adv.*

Unquoted.—At the close of a Teachers' Institute down east, the Principal of the Academy in M. being requested to make a few remarks, rose and spoke as follows: "Ladies and gentlemen—In the language of—(hesitating—I forgot what his name was—(still hesitating)—and also what he said."

It is not what people eat, but what they digest, that makas them strong. It is not what they gain, but what they save, that makes them rich. It is not what they read, but what they remember, that makes them learned. It is not what they profess, but what they practice, that makes them righteous.

Superindendent's Department.

NOTICE TO PRE-EMPTORS ON "SWAMP AND OVERFLOWED LANDS."

SECRETARY'S OFFICE,
Madison, October 16th, 1856.

All persons claiming the right to pre-emption to any of the above lands are hereby notified that they will be permitted to pay for said pre-emptions at any time after this date, up to within ten days next, before the time set for the public sale of said lands in the county in which said lands may lie. In order to guard the rights of contestants, no pre-emptor will be permitted to enter the tract by him claimed, until he shall file in the office of the Secretary of State a certificate of the Register of the county in which the land claimed is situated, certifying that there are no adverse claims to said tract. And in case there are adverse claimants, the person making application to pay for the land by him claimed, shall procure a certificate as above, giving all the names of the adverse claimants, and by furnishing evidence at this office that he has notified such adverse claimants of his intention to prove his pre-emption, on a day fixed in said notice, giving one day for every thirty miles travel, from the residence of such claimant to Madison, his application will be heard and determined.

DAVID W. JONES, Secretary of State.

Published October 15th, 1856.

CHAPTER CXXV.

AN ACT to provide for the disposal and sale of the swamp and overflowed lands.

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

SEC. 1. All the lands granted to this State by an Act of Congress, entitled "an act to enable the State of Arkansas and other States to reclaim the swamp and overflowed lands within their limits," approved September 28th, 1850, shall be sold by the Attorney General, Secretary of State and Treasurer, whenever the Governor shall deem it expedient so to do. Such sale shall be conducted in the manner and under the restrictions provided for the sale of the school and university lands, in chapter twenty-four of the revised statutes so far as said provisions may be applicable, and not inconsistent with the provisions of this act.

SEC. 2. In all cases of pre-emption under the act of the legislature, entitled "an act for the protection of the swamp and overflowed lands of the State, and to grant pre-emption rights thereon," approved April 2d, 1856, the pre-emptors upon complying with the provisions of this and the last aforesaid act, shall have the right to purchase, in virtue of such pre-emption, one hundred and sixty acres of said swamp or overflowed lands, at one dollar and twenty-five cents per acre, all and every of the pre-emption rights granted by the aforesaid act, approved April 2d, 1855, are hereby secured to every person who, before the taking effect of this act, shall have complied with the provisions of the said act, approved April 2d, 1855, and every such pre-emptor shall by the affidavits of at least two credible and disinterested persons, prove that he has complied with the provisions of the aforesaid act, approved April 2d, 1855, such affidavit shall be taken before some person by law authorized to administer oaths, and when completed shall be filed with the Register of Deeds, of the county wherein such pre-emption lands lie, or of the county to which it may be for county purposes attached. Such Register shall, on demand of, or on behalf of every such pre-emptor, make out a true and complete copy of such affidavits, as aforesaid, and of the declaratory statement of such pre-emptor, as aforesaid, and which is required by the aforesaid act, approved April 2d, 1855, and over his official signature, shall certify to the correctness and completeness thereof, in the same manner as by law required to make copies of the record of deeds evidence.

Copies of such declaratory statement and affidavits, certified as aforesaid, shall be by, on behalf of such pre-emption, filed with the Secretary of State, and the whole purchase money paid at least ten days prior to the time appointed for the sale of the swamp and overflowed lands in the county where such pre-empted lands lie. A neglect to comply with the provisions of this act, shall be deemed, and is hereby declared to be a waiver, surrender and forfeiture of all rights to said lands in virtue of pre-emption rights.

SEC. 3. After the taking effect of this act no pre-emption shall be made to any of said swamp or overflowed lands.

SEC. 4. Either the Attorney General, Secretary of State or State Treasurer, or any pre-emption claimant, may proceed by way of appeal to the Circuit Court of the county, wherein is situated any of said swamp or overflowed lands claimed by pre-emption right, and in such Court have the pre-emption claim determined by a jury. In all such appeal proceedings the appellant shall, within sixty days after the copies of the statement and affidavits mentioned in section two of this act, and as in the last mentioned section, filed with the Secretary of State, procure a certified copy thereof from the said Secretary of State, and file the same in the Circuit Court to which the appeal is taken.

And the Circuit Court shall make rules prescribing the mode of procedure on such appeals. If, on appeal, the right claimed by pre-emption shall be determined against the pre-emption claimant, then in that and every such case, the State Treasurer shall refund to such claimant, his heirs, executors or administrators,

the purchase money paid by him for the lands by him claimed.

SEC. 5. It shall be the duty of the said Attorney General, Secretary of State and State Treasurer, to adopt without appraisal or survey, the lines, boundaries and descriptions of the United States survey, as exhibited by the plats and field notes of the swamp and overflowed lands, and which plats and field notes they are hereby required to procure und pay for, as far as may be necessary, out of the proceeds of the sales of such lands.

SEC. 6. The minimum price of said swamp and overflowed lands shall be five dollars per acre, except such as shall be purchased in virtue of pre-emption right. At least one-half of the purchase money of all of said lands described or designated in the plats and field notes aforesaid as timber lands, shall be paid at the time of the sale thereof, and of all other in the ratio as provided in chapter twenty-four of the revised Statutes for the sale of school and university lands other than the five hundred thousand acres.

SEC. 7. The legitimate expenses incident to the sale of the swamp and overflowed lands aforesaid shall be first paid out of the proceeds of such sales, and seventy-five per cent. of the residue, and all of the purchase money for the selected lands in this section hereafter mentioned, shall form and be a constituted part of the school fund of this State, and shall be subject to the same uses, designs, regulations and laws. All lands by or under the authority of this State, selected in lieu of swamp or overflowed lands, sold or otherwise disposed of by the United States since the passage of the aforesaid granting act of Congress is hereby for the purposes contemplated, herein declared to be swamp and overflowed lands.

SEC. 8. Twenty-five per cent. of the residue of purchase money mentioned in the next preceding section shall be paid in the county treasury of the county in which the sales may have been made, and the county treasurer, upon the receipt of such money, shall give his receipt therefor to the Attorney General, Secretary of State and State Treasurer, and a distinct and accurate list of all the lands sold in each township in said county, shall be made in duplicate by the officers making such sales as aforesaid, one of which shall be filed in the office of the Clerk of the County Board of Supervisors of such conuty, and the other shall be filed in the office of Secretary of State, and in case there is an organized town in such county containing any of such lands sold as last aforesaid, which require and are susceptible of being drained, then in that and every such case, such County Treasurer shall pay to the Treasurer of such town its proportionate share thereof, the same being the twenty-five per cent. residue of money realized from the sale of lands therein. And such town shall proceed to the reclamation of such lands by draining the same with all convenient speed. All such money not paid to the Town Treasurer as last aforesaid, within two years after the receipt thereof by the County Treasurer, shall be by such County Treasurer paid into the State Treasury, and the same shall form a constituent part of the school fund, and shall be managed as provided by law in relation to said fund.

SEC. 9. All laws for the protection of school or university lands are hereby extended and made applicable to the swamp and overflowed lands in this act mentioned or contemplated.

SEC. 10. All laws inconsistent with or repugnant to the provisions of this act are hereby repealed.

SEC. 11. The swamp and overflowed lands of this State shall be sold in limited quanities for actual settlement, or for the use of an adjoining farm to each purchaser, not more than three hundred and twenty acres each.

SEC. 12. This act immediately after its passage shall be printed by the State Printer, and when so published shall take effect and be in full force.

WILLIAM HULL,
Speaker of the Assembly.
ARTHUR McARTHUR,
Lieut. Gov. and President of Senate.
Approved October 11th, 1856.
COLES BASHFORD.

AN ACT to amend Chapter 24 of the Revised Statutes.

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

SEC. 1. Any Union School, Academy, College, University or other institution of learning, now or hereafter to be organized, or incorporated within the limits of this State, may borrow money on the credit of the town, village or city in which the same is located, from the principal of the school and university funds in sums of not less than five hundred, nor more than ten thousand dollars, to any one corporation, for the purposes of purchasing sites, constructing buildings, procuring apparatus and libraries, establishing endowments, and for such other purposes as may be necessary to promote the intcrests and success of any institution of learning, provided that the town, village or city in which such institution, may or shall hereafter be located, shall at a general election or an annual town meeting, give its sanction to the making of the loan, and determine the amount to be loaned by any such aforesaid corporation for the purposes enumerated in this section, and provided also that no sum shall be loaned on the bond of any town, village or city, that shall exceed twenty-five per cent. of the assessed valuation of property in said town or city.

SEC. 2. When any corporation for educational purposes shall determine to ask such a loan, it shall be the duty of the presiding officer and secretary, or the trustees of the institution, to

deliver to the town, village or city clerk, in writing, such determination, stating the amount required, and it shall be the duty of said clerk to give notice of the application for such loan, stating the amount and terms thereof, with, and as a part of the notice required by law for such general or charter election or town meeting.

SEC. 3. At any such election the legal voters of such town, village or city aforesaid voting, shall deposit in a seperate box to be provided for that purpose, their ballots as follows:—Those in favor of the loan, a ballot, on which the words "for the loan" shall be printed or written, and those opposed to such loan, a ballot on which the words, "against the loan" shall be printed or written. Such elections shall be held and conducted, and the votes canvassed as provided by law in all general elections, and if the majority shall be found in favor of the loan, then it shall be the duty of the supervisors of such town, or the trustees of such village, or the common council of such city, to issue the bond of such town, village or city, to the State of Wisconsin for the amount stated in the accompanying election notice, bearing seven per cent. per annum interest.

SEC. 4. It shall be the duty of the Secretary of State, when he shall receive the bond of any town, village or city, for the purpose expressed in the first section of this act, and shall be satisfied that the same was authorized and executed and herein provided, to file the same in his office, and direct the State or County Treasurer, in whose hands any of the principal of the school and university funds may be, to pay to the Treasurer of the Institution, in whose favor the bond may have been issued, the amount secured by said bond, and further it shall be the duty of the Secretary of State, in apportioning the taxes among the different counties of the State, to charge the county in which any institution may have borrowed any portion of the school and university fund with the interest of the bond at seven per cent., and it shall be the duty of the board of supervisors of such counties to add to the ratio of the State and County taxes, the amount annually due from any town, village or city in any such county in consequence of the issuing of its bonds as aforesaid, and it shall be the duty of the Treasurer of any such town or city to return to the County Treasurer the amount due the State on any such bond with and as part of the State taxes to be paid over by him to the State Treasurer, as State taxes are required by law to be paid.

SEC. 5. If at the time of the making an application or the presentation of the bond there there shall be no money belonging to the school and university fund, it shall be the duty of the Secretary of State to file the bond of the town, village or city, as the case may be, and direct the Treasurer to pay over to the Treasurer of any instution in favor of which the bond may have been issued, the first moneys received into the treasury, on account of the principal of the school or university funds, until the amount received by such bonds shall have been fully paid, and to charge interest as hereinbefore provided upon such sums as shall have been advanced upon such bond as aforesaid, from the date of such advance, and all such bonds shall have precedence in the order of their date.

SEC. 6. All acts and parts of acts contravening the provisions of this act are hereby repealed.

SEC. 7. This act shall take effect and be in force from and after its passage.

WM. HULL,
Speaker of the Assembly.
L. P. HARVEY,
President pro tem of the Senate.
Approved October 13th, 1856,
COLES BASHFORD.

From the Newburyport Union.

THE DESERTED SCHOOL HOUSE.

Oh! lone deserted school-house!
Where is the happy throng,
Who trod thine aisles, with beaming smiles,
And filled thy halls with song?

Their feet have left no echo!
Their songs have died away;
The pealing shout of joy rings out
No more, in hours of play!

Thy seats are all forsaken!
They'll fill them not again;
The golden gleams of the sunlight streams
O'er thy mottoed walls in vain!

Oh! school-house! lonely school-house!
Remembered thou shall be!
In after years, 'mid hopes and fears,
Their hearts will turn to thee.

They'll think of thee at morning,
When Sol drives back the night;
When down the West he sinks to rest.
Enwrapped in clouds of light.

And in the icy Winter,—
And in the balmy Spring,—
In Summer's bloom—in Autumn's gloom,
To thee, their hearts will cling.

To fill thy halls deserted,
With treasured ones of yore,
Kind mem'ry's hand shall lead that band,
To tread thine aisles once more.

Editor's Department.

THINGS FOR TEACHERS TO DO.

The winter terms of the schools throughout the State, are now very generally commenced. One of the first things the Teacher should attend to, if he has not already, is to see that his school room is put in good repair, and fitted up so as to conduce to the comfort and quietude of the scholars committed to his care. Ample means for warming, as well as for suitable ventilation are indispensable. No Teacher can maintain good order, and advance his classes in their studies, as well in a rickety, out of repair school room, as in a comfortable and convenient one. A cold and cheerless school room, necessarily makes a discontented school. Would a Teacher have his scholars good natured and agreeable, then he must see to it, that they are not annoyed with cold feet and other discomforts during school hours.

Teachers are more responsible for the condition of the school houses they occupy than is often supposed. It is true, many districts are greatly remiss and neglectful in providing conveniencies of but trifling expense. The school house may be a rude structure, bearing no evidence that an architect was ever consulted in determining its proportions, or that the plane of the joiner or brush of the painter, was ever employed upon it. Yet even with such a house, if it be not absolutely untenantable, the Teacher, if he have industry, perseverence and resolution, can do much to remedy its defects, supply its wants and improve its condition. Whenever a school house displays a great contribution of hats, caps and dinner baskets, thrust into the broken window panes to repel the storm and wind, a suspicion attaches to the Teacher that he is wanting in energy; that he prefers inactivity with its attendant miseries, rather than bestir himself and possess some of the conveniencies of life.

If a Teacher finds himself employed in a school house, having broken windows, shattered doors, smokey stoves, or gaping crevices in the walls through which the storm drives, let him faithfully and earnestly represent the condition of things to his employers, and demand protection for the pupils under his charge. The inhabitants of our school districts are not all soulless. Surely in this land of Bibles, of Christian Sabbaths and of newspapers, no entire community could be so dead to humanity, as to deny relief to so reasonable a demand. The Teacher should never hesitate to ask what is clearly right; and if from indolence or a false modesty, he prefers to endure personal inconvenience, and to witness the discomfort of his scholars from day to day, during a long winter term, then he is unfit for the business in which he is engaged, and has very likely no adaptation to success in any of the active pursuits of life.

LECTURES.

The lecturing season has now fairly commenced in many of the larger towns. Among the various plans for improving the public taste and inspiring a love for intellectual pursuits during the winter seasons, none have proved more popular than a series of lectures, by men eminent in the literary history of the country. By these means the masses of the people are brought to a more familiar acquaintance with the distinguished men of the age, and hear from the living speaker thoughts, which, perchance, may be the product of years of mental effort. Public lectures too, are well adapted as a means, for arresting the tendency to lower amusements, especially among the young. The human mind is so constituted as to demand entertainments and pastimes of some kind, and if those of a rational and elevating character be not furnished it, then it will naturally and easily be carried along the currents of senseless and profitless gratification. Every successful effort in turning the channels of thought to higher and nobler pleasures, is true reform. Pleasure and amusement are a part of man's nature—indispensable to his being. So prominent has this attribute of man been regarded, that nations have made suitable provisions by law to meet its necessity and supply its wants. In several of the governments of Europe, public entertainments for the people are provided for, and paid at the nations' expense. It is true, these entertainments have very often not been conducive to the moral and intellectual elevation of the people; neverthe-

less, it is an acknowledgment of a want of the people, demanding governmental attention. In this country our systems pertaining to these matters, are more voluntary, depending upon an enlightened public sentiment for their proper regulation.

The movement for organising and sustaining lectures, in our principal towns for the intellectual entertainment of the people, during the winter seasons, has not yet become as well systematized in the west, as in some of the older States. A number of reasons have conspired to this lack of means, for the rational entertainment and instruction of the people. The number of individuals in the west, whose time is exclusively devoted to literary pursuits, unembarrassed by professional duties, is comparatively small; consequently the reliance has been chiefly on the east for lecturing talent. The expense too, attendant upon sustaining a course of lectures, where lecturers are invited from a distance, is necessarily greater, than where there is an abundance of home talent, fitted by long and careful preparation for this particular field of employment.

Notwithstanding these disadvantages, it is desirable that some plan should be inaugerated and sustained, at least in the principal towns of the State. It may not be practicable always, to secure for this purpose, the services of those whose names hold a high position in the literary world; nevertheless, there are resources at home in almost every village, which might be profitably brought into requisition. If the highest standerd of talent cannot be obtained, a less one is far better than to neglect the employment of any.

And now, on whom does eminently rest the responsibility of directing public attention to this subject? If the clergy, the legal profession and others of literary habits, fail to move in the matter, the Teachers of our public schools, should ever be ready to lead in enterprises of this character. Let no Teacher imagine his whole sphere of public duties, is confined to the school room. Teachers are, or should be professional educators; their active endeavors should reach beyond the juvenile minds with which they are brought in contact; they should aim not only to fulfill their mission as Teachers of the young, but also to give intellectual tone to the communities in which they are placed. It is time Teachers generally, realized more fully the true dignity of their calling, and their responsibilities to the intelligent movements of the age. The Teachers of the State, should occupy the first rank in the circles of influence, respectability and scientific enterprise. The nature of their vocation more justly entitles them to take a higher position, than any other class or profession. If they qualify themselves for taking this rank, and enter upon it from a proper sense of self respect and of true duty, public opinion will readily award it to them. But if they hesitate, and by a sort of acknowledged choice, take a lower place; shrink from leading, or being associated with leaders in enterprises, aiming at the moral, social and intellectual elevation of the people, they will be quite certain to carry with them all their days the old cognomen, with just the significance of olden times attached to it—"*schoolmaster.*"

A few earnest Teachers in a town, might enlist an interest among the people; organize an association, and procure such lecturing talent as may be within their reach. By this means, the tastes and habits of young men may be improved, and their passion for the lower amusements restrained. The older members of the community too, would be benefitted, and their intellectual activities receive new impulse. This is not merely theory; the ability of Teachers in their respective towns, to originate associations for instructive lectures, and carry such enterprises into successful operation, is not without practical demonstration in this State. Let examples of this character be greatly multiplied the present winter.

INDIFFERENCE OF PARENTS.

There is probably no other interest of equal magnitude, which is treated with more indifference than the district school. In many things of far less importance pertaining to individual interests, men act wisely. They do not employ a laborer, mechanic or clerk to perform service without vigilant inspection of his capabilities and faithfulness. Not so with the teacher. He is employed in one of the most important departments of human skill and effort; his mission is, to instil into the

youthful mind principles of thought and motives of action, which will have a controling influence through all subsequent life. In the discharge of these high responsibilities, how little interest is manifested in his efforts by his employers? There are many districts, in which parents and guardians never visit the school, or manifest any concern in its affairs, save when some frivolous complaint against the teacher, excites their temper; then they hesitate not, to speak of him] with severity in the presence of their children. They send their children to school irregularly, and at the close of ihe term find fault because they have made no progress. They expect the teacher to maintain good government in his school, but are indignant if their children are required to submit to rules, which they imagine too exacting. They send their children without books, and are astonished that they remain ignorant. They expect the teacher, to teach as well as the best of his profession, but if he introduce any methods of instruction, with which they were unacquainted in their boyhood days, they denounce him as an innovator, and full of new notions.

Such a condition of things as is here described, may seem an exaggeration, and as having no existence in this enlightened age, but it is doubtless not without examples. Most of the complaints and fault-finding against teachers, arise from that want of acquaintance with the school, which is obtained by personal observation in the school room. It is a fact generally noticeable, that in those districts where parents and guardians are indifferent to the schools, and never visit them, fault-finding with the teacher, and with the government and regulations of the school, is always most prevalent. The progress too, of such schools, is always less marked, than in those where parents are properly interested and make frequent visitations.

It is in vain to expect that children will be profitably interested in the school, if parents manifest none; nor can the usefulness of the teacher be secured, without co-operation. Parents are generally, not aware of the influence they are capable of exerting upon their district school; their presence and friendly advice in the school room, is a never failing stimulus to the teacher, and encouragement to the scholars. Indifference and neglect of the school on the part of parents, disheartens the teacher, and leads him to relax his efforts; the children partake of the spirit of indifference of their parents, and fail to realize the true importance of making progress in study.

SCHOOL SUPERVISORS.

The best plan for an efficient and intelligent school supervision, is a matter which has long occupied the minds of teachers and friends of education, but there has never been entire agreement as to the exact method to be adopted. The system of town superintendency has a popularity, because of its near relation, and immediate responsibility to the people in every town. The distribution of power as widely as possible among the people, is one of the popular features of our democratic institutions.—The town system has merits; but it is doubtful whether it is regarded as the best, by a majority of the most experienced educators in our country.

One of the primary objects to be secured from school superintendency, is efficiency and the requisite talent. These qualifications are considerations of the first importance, and the best means for securing these, should be the aim of school legislation. That talent better adapted for school supervision, might be obtained by selecting one superintendent from each county, or congressional district, will be readily admitted: It is difficult to find an individual in each town, who by education and habits of study, is adapted to superintend and give direction to the schools. Besides, the compensation ordinarily allowed to town superintendents, does not warrant their giving time to study and preparation, for the proper discharge of the duties of the office. A man to be efficient and successful in any particular occupation, needs to have his time and attention devoted to it. It is true, there are Town Superintendents, who are well fitted for the duty, and who freely give their time, regardless of the small pecuniary consideration allowed them. Examples of this kind however, are not numerous.

It seems a reasonable conclusion, that the districting of the State into territories of a size and population, sufficient to employ the entire time of a well qualified Superintendent, would conduce to a more intelligent and effect-

ive school supervision. This subject is one, capable of great amplification, and has been largely discussed by the best talent of the country; it is a subject we approach with diffidence, nevertheless, we shall probably refer to it again.

NEW SCHOOL BUILDINGS.

Probably at no period in the history of Wisconsin, has there been so large a number of new school houses erected, as during the past year. In many of the cities and villages in various parts of the State, we hear of the building of large and elegant school edifices, ranging in cost from one thousand to ten thousand dollars each. The policy of dividing a village containing a few hundred, or even a few thousand inhabitants into small districts, is becoming every year more unpopular. Educators maintain, and experience proves, that large houses with classified departments, are more economical, and are better calculated to advance the interests of education. As to the plans on which most of these houses have been constructed, and their internal arrangement, we have no definite information. It is reasonable however, to infer from the character and intelligence of the population of the towns where these buildings have been erected, that the latest and approved models have been consulted. A school house with an elegant exterior, is certainly very desirable; but after all, its interior plan and equipments, have a greater practical importance. The art of constructing school buildings, and supplying them with necessary appendages and fixtures, has for years been undergoing progress like all other arts. This department of educational enterprise, is as susceptible of improvement, as the implements of agriculture or mechanical machinery. We suggest to teachers and friends of education, whether it might not serve a useful purpose, were they to furnish suggestions on this subject through the columns of the Journal. These considerations derive additional importance from the fact, that a large amount of capital, will continue to be be employed yearly in this State, in the building of school edifices. Every district, which has resolved to build a new house, should be satisfied before beginning the work, that it has a plan fully up with the improvements of the age.

ITEMS.

Encouraging.—A correspondent at Randolph, Wis., writes us an interesting letter, in relation to the progress of educational matters in that town; we have only room for the following extract:

"It gives me pleasure to state that the district schools have commenced their winter terms, under the most favorable circumstances. The number of scholars is much greater than at any previous year; the school houses are in a much better state of repair; the scholars are better furnished with books, and as far as practicable, have provided themselves with those recommended by the State Superintendent. Our Teachers are all workers of the right stamp.—Our school boards do not inquire *who* can we we get to teach, but where can we find *first rate* Teachers? The general feeling of the people is, give us energetic, thorough going and practical Teachers?" C. B. H.

Mr. J. J. M. Angier writes from Berlin, giving some school items, among which are the following:

"At Omro, Winebago county, a new school house, 32 by 60, two stories high, will be completed in a few weeks. The people of Berlin are waking up to the interests of schools. Our house is not very convenient; we have about 200 scholars and three Teachers. At the last annual meeting, the inhabitants voted to raise $1,000 to build a primary school house, to be completed by the first of January, 1857."

Madison.—We have a letter from a correspondent at Madison, giving a graphic description of the school house accommodations in the capitol city of the State. He says:

"Our school houses beggar description; they combine modern disregard of comfort, convenience and health, with ante-deluvian architecture."

We regret to learn that a tax levied for the purpose of erecting large and commodious school houses in that city, failed to be appropriated to that object. We earnestly hope that the capitol of our State, will not be long without public school houses, worthy the acknowledged intelligence of its population, and which shall prove an additional ornament to that beautiful city.

CHICAGO HIGH SCHOOL.—The new High School House in the city of Chicago, is probably the best free school building in the West.—Candidates for admission into the Normal Department are required to be fifteen years of age, and to pass a satisfactory examination in reading, writing, spelling, English grammar, arithmetic as far as the "cubic root," and the History of the United States.

STATE PHONETIC CONVENTION.—The friends of Phonetic Reform, in the State of Illinois, will hold a Convention in the city of Chicago, on the 25th and 26th days of December, 1856, for the purpose of organizing a State Phonetic Association.

FOND DU LAC.—A communication from the School Superintendent of the city of Fond du Lac, informs us the schools in that city are in a prosperous condition. There are two public school houses in the city, each 40 by 60 feet, two stories high.

MINERAL POINT.—We learn, with pleasure, that the citizens of Mineral Point, have determined to erect a public school edifice, adapted to the educational wants of their thriving city.

THE inhabitants of Ripon, comprising that part of the village known as Ceresco, have voted the sum of $2,000, to build a new school house.

THE Janesville *Free Press* says two public school edifices have been erected the present year in that city, at a cost of $13,000 each.

OUR friends may attribute the late appearance of the present number to the difficulty of obtaining paper. The manufacturers have been unable to supply us in season.

BOOK TABLE.

THE MEANS AND ENDS OF UNIVERSAL EDUCATION.—*By Ira Mayhew, A. M., Superintendent of Public Instruction of the State of Michigan.*

This work was formerly issued under the title of "Popular Education," but lately has been added to the "Teachers' Library," published by A. S. BARNES & Co., and the title has been changed to better correspond with the contents of the work.

We feel no hesitation in unqualifiedly recommending this work as the result of careful reflection upon, and intimate acquaintance with the subject discussed. Few men have done more to advance the cause of public education than Superintendent MAYHEW, and few feel a deeper interest or possess a more intelligent comprehension of this—to an American—deeply interesting subject.

The Library, of which this is a part, is of great value to the Teacher, and when contents, typography and price are taken into account, we think Teachers can do no better than obtain it. *Published by A. S. Barnes & Co., New York.*

THE PRINCE OF THE HOUSE OF DAVID—OR THREE YEARS IN THE HOLY CITY: BEING A SERIES OF LETTERS WRITTEN BY ADINA TO HER FATHER, A JEW OF ALEXANDRIA.—*By Rev. J. H. Ingraham.*

The object of the author seems to be to arrest the attention of the reader, and fix it upon the events recorded in the New Testament concerning the Life of Christ, and he has been most successful in the effort. Some of the narratives and descriptions are touchingly beautiful The "home scenes," as we would call them, in the life of Jesus are described with remarkable skill. As a faithful delineation of "a man of sorrow and acquainted with grief," we can commend it to all.

A SECOND CLASS READER: CONSISTING OF EXTRACTS IN PROSE AND VERSE, FOR THE USE OF THE SECOND CLASSES IN PUBLIC AND PRIVATE SCHOOLS, WITH AN INTRODUCTORY TREATISE ON READING AND THE TRAINING OF THE VOCAL ORGANS.—*By G. S. Hillard. Hickling, Swan & Brown, Boston,* 1857.

This is the second of a series, in course of preparation by GEO. S. HILLARD. Of the first we have already spoken. This is just the book for our District Schools, containing as it does a class of exercises, admirably adapted to the development and training of the voice, with such selections of prose and poetry as are instructive and of such a character as will arrest the attention. The *good taste* of the author is not less conspicuous in this than in the First Reader. Among the many books claiming the attention of Teachers and District Boards, we hope this series may not be overlooked.

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME I.—JANUARY, 1857.—NUMBER XI.

REPORT OF THE STATE SUPERINTENDENT.

STATE OF WISCONSIN,
DEPARTMENT OF PUBLIC INSTRUCTION.

TO THE SENATE AND ASSEMBLY OF WISCONSIN IN LEGISLATURE CONVENED:—

I have the honor herewith to submit to you, as required by law, the Annual report of this Department.

I remain, Gentlemen, Respectfully,
Your Obedient Servant,
A. CONSTANTINE BARRY.

REPORT.

As the traveler, who has climbed to some commanding eminence, turns and with the eye retraces the road over which he has passed, and notes its asperities and windings; so we have reached a point in the journey of life, from which, as from a superior elevation, we may survey in thought our travelled pathway, and mark especially our course for a twelvemonth gone.

Another year with its vicissitudes, its improved and unimproved opportunities, its finished and unfinished work, its labors, sacrifices and triumphs has come to an end. How swiftly its hours and moments have flown, never to return-again! If we have misimproved them, we must suffer for our folly. If we have wasted them, there is no recall, and we must endure the loss.

As the old year comes to a close, it awakens our sleeping recollections, and brings up the story of our lives. Its last hours interrogate us with more than common solemnity. What account can you give of the past? We are summoned, then, to inspect our lives, the works we have wrought—to examine the posture of our affairs with regard to the great objects of our existence on the earth. The sun may be rises as brightly, the face of nature is the same, the provisions for our life as sure and regular as ever; and yet a voice seems to come from the closing portals of the year, "Give an account of thy stewardship!"

As we look back from this day over the past year, what do we see?—as citizens,

whatever stations we may fill, whatever functions discharge—what do we see?—Do we find that we have wrought faithfully for Humanity?—that we have aided to the extent of our ability in the work of enlightening the ignorant, restoring sight to the blind, bursting fetters in sunder, and wiping away the tears of suffering and sorrow?

We know that we are bound to watch over the interests of our fellow men—to take as deep an interest in their welfare as we take in our own—to war against that which is opposed to their happiness—against every thing the tendency of which shall be to deface the image of God in the human soul, and involve men in bondage and wo.

We know, too, that we owe many and important duties to the State in which we live; that its truest prosperity should lie near our hearts and command our ablest exertions.

Let us now ask ourselves whether we have discharged our whole duty faithfully and fearlessly; or whether we have seen ignorance and moral evil deepen and retire around us, without sounding an alarm, or lifting a hand to stay the dark and deadly tide. Let us look abroad over our beautiful State, and say whether, as a result of our influence and labors, its moral aspect has been improved; whether there is generally an advancing state of good morals, a steady improvement of all classes?

To combine all these questions in one;—What have we done for the cause of education during the past year? Have better school-houses been provided? better teachers employed? a better supervision exercised? Has there been a united determination to make the public schools the best schools, and to this end have Superintendents, District Boards, Teachers and Parents zealously co-operated? Neglect of duty in this respect is perilous in the extreme. It is to jeopardize not only individual interests, but the great and essential interests of the State. It is to place a low and degrading estimate on those distinguished agencies, which, beyond any mere human instrumentality, conduce most powerfully to the peace, prosperity and happiness of individuals and of a people.

We are not concerned alone in the development of our rich agricultural and mineral resources—in the creation of banks and banking capital—in the building of Railroads, and the improvement of rivers and harbors. We have interests beyond those connected with land speculation, the founding of cities and villages, and the promotion of commercial enterprizes. Seeking mere temporal prosperity and outward, earthly advantages, we shall be miserably poor in all that constitutes real wealth and permanent good.

While, then, we have been employed in promoting other objects, and our minds have been more or less engrossed in other pursuits, "have we, during the last year, been faithful servants in carrying forward the greatest of all instrumentalities for the advancement of mankind—the education of the young? Have the errors and the abuses which still infest our noble system of Common Schools, been, as far as possible, rectified or extirpated? Have the great improvements which modern experience has brought to light, in regard to the modes of instructing and training the young, been introduced, and has the widest practicable diffusion been given to them? Have all the school officers and all teachers in their respective sphere, labored with all dilligence and devotedness, and with a single eye to the welfare of the rising generation? Have the minds of the children been so enlightened and

purified by the instructions they have received, and so strengthened by the exercises they have performed, that they will be better prepared than their fathers have been, to meet the great questions of social relationship and of national policy, so soon to be submittcd to their decision?" In a word, has that fostering care been extended by our State to her Public Schools, which an enlightened sense of their vital importance demands; and while prosecuting other and great enterprizes, and imparting to them all the aid which legislative and executive power can confer, is she still carrying forward the noble work of Popular Education, and carefully superintending those processes which shall develop and refine the intellectual and moral wealth within her borders?

We may be allowed to say so much as this in answer, that some slight progress has been made in the right direction—an increased and increasing interest manifested on the behalf of our common schools—new and vigorous agencies employed in the work of education—while at the close of the year there are fresh indications that a new condition of things, a better time coming, educationally speaking, is soon to be inaugurated in Wisconsin.

Let it not be inferred from this, however, that there are few or no obstacles remaining in the way of substantial prosperity—that our common school system is well-nigh perfected—that the watchful guardianship of the State, the interest and co-operation of parents, the superior qualifications of teachers, the excellence of school houses, and the abundance of all requisite facilities leave little to be desired or labored for beyond. We have as yet made scarcely a beginning. Only a part of a small portion of our work has been accomplished. We have everything to do. We are now equipping ourselves for the important service. The grandest achievement will be, the mustering of the entire body of our people on the field of labor, all alive with animation and interest, and impelled by one big determination to place our State in the van of Educational Progress and Reform.

What is the condition of our schools, and what the measure of educational progress throughout the State, the following facts and comparisons will pretty clearly show.

In July last the following Circular, addressed to the several Town Superintendents in the State, was issued from this office:

"OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
Madison, July 1st, 1856.

TO TOWN SUPERINTENDENT OF ———

DEAR SIR:—Will you have the kindness to communicate to this office, between this date and the first of November next, a detailed statement of the condition of Schools and the progress of Education within your jurisdiction. State what degree of interest is felt and manifested on the part of parents and others—what *is* the standard of qualification of Teachers—what are the branches taught in the several Schools—what obstacles and embarrassments, if any, in the way of educational prosperity—what is needed to render the Schools more efficient and useful—what change, if any, in your opinion, of our School Laws, or modification of our School System, are required for their better adaptation to meet the educational wants of your town—whether you have a uniformity of Text Books in the Schools under your supervision, and if so, what kind of Text Books are used. Any additional facts, suggestions, recommendations, etc. will be gladly received.

I trust you will not fail to communicate to this department as above desired. The information sought cannot be obtained from the Annual Reports; and without

it we are unable to determine, with any degree of accuracy, what is the condition of our Schools, and what the measure of educational prosperity in our State.

Yours truly, A. CONSTANTINE BARRY,
Sup't of Public Instruction.

Answers have been received from a large number upon whom the above call was made, furnishing various information. Several of the communications have been deemed of sufficient importance to be given a place entire in this Report.

PARENTAL INTEREST AND CO-OPERATION.

While in a few instances, the Reports inform us, there is a zeal manifested in the cause of Popular Education, promotive of a good degree of educational prosperity; at the same time there is an almost unanimous expression by the Superintendents with regard to the lukewarmness and indifference of parents as exhibited toward the Common Schools. They rarely or never enter the school room to acquaint themselves with what is going on there—whether the teacher is prosecuting his great work aright, and giving full proof of his almost divine ministry by his wise culture of human souls, and his training of the mortal for immortality. They offer no encouraging word, they lend no helping hand. This is not said or meant of all parents in all places. Mention is made of honorable exceptions. But generally, it is complained—and generally it is true—that there is a lack of sympathy and of substantial interest on the part of parents, with reference to the labors and the results of the school room and of school exercises. Every where is it the case that a few warm-hearted, devoted individuals must bear the burden of interest and of duty, while the great mass of the people will not know or care whether their children are tardy and irregular at school, whether proper books and a sufficient number of them are provided, whether the teacher needs more and better tools to work with, and a better place to work in; but on the contrary, perhaps, will keep their children at home for trivial causes—many times withdraw them entirely from school because of some fancied or reported offense committed by the teacher, or because they have conceived a dislike for him; never seeking an explanation, never offering a word of counsel nor a word of encouragement. No wonder, that, under such circumstances, the schools are poor, miserable affairs; and that the public monies in aid of them, are, to a very great extent thrown away; while the evils that are thus brought upon children are numerous and appaling.

I subjoin the following extracts:

"In relation to the condition of Schools and progress of education in this Town, (Hubbard) I have to say that they are, in my opinion, at a rather low ebb. The interest manifested on the part of parents and others, is far from what it should be, though there are some noble exceptions. In our village (Horicon) there is in progress of erection a School House, 41 by 61 feet, 2 stories above the basement, to be completed the first of June next. The house is to cost about $9,000, when finished and furnished.

The standard of qualification of Teachers is designed to be such as the wants of the Schools demand. The branches taught are Reading, Writing, Arithmetic, Grammar and Geography. The greatest obstacle in the way of educational prosperity is a want of interest and effort on the part of parents and others.

TOWN SUPERINTENDENT OF HUBBARD."

"A very considerable interest is manifested by parents on behalf of the School, but I do not think they are willing to pay enough to command the services of well qualified teachers. TOWN SUPERINTENDENT OF VINLAND."

"There is in our town, I am sorry to say, a great want of interest on the part of parents, as evinced by their almost entire neglect to visit the Schools. Also by the fact, that they allow their children to be frequently absent from School. As near as I can ascertain, the children who pretend to attend School at all, average little more than half the time. This may be regarded as the greatest obstacle with which we have to contend. * * * * * * What is needed to render the Schools more efficient and useful, is a deeper interest on the part of parents, manifested in the improvement of the School Houses and premises of districts, and in personal visitation of the Schools.

TOWN SUPERINTENDENT OF DARIEN."

"In some of the districts within my jurisdiction, a lively interest is felt in the cause of education; while in others, Schools are maintained only long enough to consume the public money; evincing a great lack of right feeling on the part of parents. TOWN SUPERINTENDENT OF WEST BEND."

"In answer to your Circular I have to say, that there is not that degree of interest felt in the upbuilding and prosperity of the Public Schools of the City, which ought to obtain in a place of its size, intelligence and future prospects.

CITY SUPERINTENDENT OF FOND DU LAC."

"The town of Holstein is settled almost exclusively by Germans,—three of the four School districts, into which the town is divided, by people coming from Schleswig, Holstein; a country famous for the excellencies of its Common Schools. The people here are therefore, in general, very well educated, and much interested in a good education for their children. * * * * * In the winter of 1854–5, when the town was only divided into two districts, we made in the largest of those districts an experiment, which was accompanied with the happiest results. The sixty—seventy scholars who attended school, we divided into two classes, according to their capacities, and each class was taught during five months in a separate room by a qualified teacher and his assistant. Never before nor after did the scholars so rapidly improve. TOWN SUPERINTENDENT OF N. HOLSTEIN."

"I regret that I am not able to give a more favorable report of the condition of our Schools, and the progress of education among us. By a few individuals there is a commendable zeal manifested, but with the masses at large there is comparatively little; and but for the zeal of the former our Schools would be limited to the short term required by law; and were it not for the public money, I believe some of our districts would be without any School.

TOWN SUPERINTENDENT OF ELBA."

"The Schools in this town are in a prosperous condition. The inhabitants take great pains to secure good teachers. Large and commodious houses are taking the places of log shanties. There will not be a log school house left in town after this year. TOWN SUPERINTENDENT OF OAKFIELD."

"Too little interest is felt on the part of parents in this town. In fact this seems to be the greatest embarrassment the cause of education has to contend with.

TOWN SUPERINTENDENT OF OSHKOSH."

"There is a great degree of interest manifested on the part of parents and scholars. TOWN SUPERINTENDENT OF CLAYTON."

"The obstacles and embarassments are poor school houses, poor teachers, poor Superintendents, a lack of interest on the part of parents and district boards, and a greater desire to enrich the pocket than the mind.

TOWN SUPERINTENDENT OF LEWISTON."

"Parents and others manifest a good degree of interest, and with few exceptions are willing to lend a helping hand in the work of increasing the prosperity of our schools, and of training the young mind and heart.

TOWN SUPERINTENDENT OF WALWORTH."

"Parents are beginning to open their eyes to the fact, that *they* have something to do. TOWN SUPERINTENDENT OF OREGON."

"With regard to the condition of Schools in this town, I can say but little. I have thought that they were in a hopeless and helpless condition, but some faint signs of life and progress begin to appear. Parents, as a general thing, manifest very little interest in the great and important subject of education. The main object with a large majority of them seems to be, to use up the public money in time to get more, and to send their children to school in order to keep them out of mischief. They know as little of what is going on in the school room, as we know about the interior of Japan or of Africa. TOWN SUPERINTENDENT OF WALDWIC."

"Until within the last eight or ten months, quite too little interest has been felt by parents and others. Now a different feeling is manifested. The Uniformity Movement has awakened new zeal on the part of parents, teachers, scholars, and all; and has added a mighty impetus to the cause of education.

TOWN SUPERINTENDENT OF COURTLAND."

"The interest manifested by parents is far from what it should be generally. They are all desirous of having good schools, but are not willing to incur the expense of providing proper school houses, and of hiring teachers of ability. In this, however, I do not think they are behind the people of other towns; yet they are not where they should be in this age of improvement and progression.

TOWN SUPERINTENDENT OF MT. PLEASANT."

"All seem to manifest a desire to avail themselves of every means within their power, to advance the education of the rising generation.

TOWN SUPERINTENDENT OF COLUMBUS."

It has been well said, that the school room and family circles are connected by channels of communication. The influence of the one affects, to a greater or less extent, the other; and if healthful agencies are in operation in the school room, they may be disturbed and counteracted, at least in part, by agencies from without. To reach the highest attainments of the school room, therefore, the influence without must be in harmony with that within. Parents must co-operate with and assist both teacher and scholars. They should contribute their part to maintain proper authority and wholesome discipline. They should imbue the minds of their children, to as great an extent as possible, with the love of Knowledge and of right. Under proper regulations at home, the children should be trained for the school room. Good counsel and corresponding action in the family circle will fit them, in a great degree, for the school. Nor can the responsibilities of parents be wholly met by doing their duty at home. They should visit the school often—become acquainted with the teacher, his wants and trials; and instead of listening to that mischievous gossip, and those frivolous excuses, which result in destroying the harmony of the school, and depriving the children of its advantages, judge for themselves, from personal observation, of all that is reported, and of all that is going on. While the school is in session no trivial excuse should be allowed to justify a child's abscence. When parents shall become thus interested, and shall thus do, the welfare of the individual, the improvement at home, the good of society, and the prosperity of the State shall be permanently established.

SCHOOL HOUSES.

The Reports nearly all concur in representing a large proportion of our school houses as being far from what they should be with regard to size, location, accommodations, &c. From a personal inspection of them, in many parts of the State, I know that that they are mean, murderous things, the most of them. Often I have found them located in close proximity to a slough or marsh, ' re the children, in

the summer season, could recreate themselves by engaging in the two-fold and interesting employment, as Dr. Hoy says, of catching tadpoles and the fever and ague! Nearly ninety-nine out of every hundred of our school houses should be torn down or greatly improved, and given a far different location. As they now are, they are stinted in the ground they occupy, stinted in room, stinted in God's free air, and in short are destitute of almost every thing that ought to be regarded prerequisite in a place of education. Yet in them our children must be huddled, and if the weather be a little cold—especially if it be in the winter season—every door and window must be closed, all air excluded—though in five minutes the inmates breathe up all the room contains—the stove be well fed, and amid the press, the heat, a vitiated atmosphere, and the pantings for breath, the process goes on of rearing the tender thought, and teaching the young idea how to shoot! The idea of developing and training young minds under such circumstances is preposterous in the extreme. No wonder that our children are feeble and sickly; that they droop and fade like autumn flowers under such treatment, and early pass away.

In my travels over the State, I have every where observed with deepest regret, school houses of recent construction, of the same old class as to style, finish and arrangement; set down, perhaps, on a bit of low, waste land; or on a high, bleak eminence, with nothing comfortable, convenient, pleasant or attractive about them. Modern improvements have been repudiated altogether, and sums of money expended for coarse, clumsy-looking affairs, and of bad internal arrangement, that would have sufficed to erect edifices of neat architectural design, and every way adapted to school purposes, with respect to the health and comfort of their occupants.

Scattered throughout the Reports of Town Superintendents are expressions like these: "There are many poor school houses in this town." "In the district in which I live, the school has been kept in an old log school house for years." "In district No. 2. school has been kept so far in a *shanty*, and the people are quarreling over a site for a new house." (Profitable employment!) "Should I mention any particular embarrassment I suppose it would be that common one; school houes built in bad taste, with too little reference to pleasantness of location." Of a schoool house in one of our most flourishing cities it is said. "The one in the south district is small, ill-ventilated, old, and altogether inadequate to the wants of the district in which there are about 1000 scholars.

But there is a brighter side to this picture. Says one, "Suitable houses have been built, mostly within the past year, costing from four hundred and fifty to one thousand dollars. Two are excellent stone edifices." Others report to the same effect. The balance when struck, however, is largely in favor of the dark side. The value of a large majority of school houses in the State, as per the Returns of Clerks of County Boards, is estimated below $150,—many no higher than $50,—and one, at least, is said to be worth the incredible sum of *three cents!* This presupposes "three cent" parents. And we have only to suppose farther a *three cent teacher*, and a *three cent school*, to complete a very interesting and prosperous state of things!

So far as possible the pleasantest spot should be chosen for the School House, embracing at least one acre of ground. If there are three or five acres, all the better. This should be enclosed by a neat, substantial fence, and the rear portion di-

vided into two play grounds. Reserving sufficient ground in front for shrubbery and flowers, the building of chaste design, should be erected. It should be of ample size, and if for a Union or Graded School, or for a Central School or Free Academy, from two to three stories in height. The finish should be neat and substantial. The internal arrangement should be mainly with reference to comfort and health. The furniture should be abundant, and of the most approved fashion and make. High walls, white as marble, hung round with maps, charts and pictures, should give to the place a cheerful, inviting air, and render it most attractive. Especially ought means to be provided for the most thorough ventilation.

The School House being finished and furnished after the manner described, let the entire grounds be surrounded by two rows of shade trees, and otherwise improved and ornamented; and we then have provided the place for a *live* teacher to work in, and furnished him in part with tools to work with; and the whole shall constitute the most profitable investment for our children that we could possibly have made.

I would in this connection respectfully call the attention of the Legislature to a work entitled Barnard's School Architecture, which furnishes most valuable information respecting the building, furnishing, &c. of school houses; and I would recommend that provision be made for furnishing a copy at least to every town in the State. (For further notice of this invaluable work, see Appendix.)

SUPERVISION OF SCHOOLS.

I insert here, as furnishing my views of an enlightened supervision, and to what it should extend, a Circular addressed by this Department to Town Superintendents.

CIRCULAR.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
Madison, ———, —, 1856.

GENTLEMEN:—For the purpose of eliciting information, awakening new interest, and stimulating to greater effort, with reference to, and in behalf of, the Cause of Education in our State, I address you in this manner.

Great and important interests are intrusted to your supervision, and on your well-directed labors will largely depend the welfare and prosperity of our Common Schools.

* * * * * * * * * * *

Good and suitable school houses are needed—such as in situation, size and arrangement shall be adapted to promote the health and comfort of pupils, and to afford the teacher all desirable facilities tor imparting instruction. So far as advice, persuasion and argument will avail, see to it that commodious and pleasant school buildings are furnished in your several localities—that spacious and ornamented grounds be attached—that they be situated, not on the borders of swamps and frog-ponds, but on elevated and pleasant places.

Your supervision will also extend to the proper furnishing of school houses—to the necessary apparatus—to the library—to the out-houses, &c. All school rooms should possess ample means for thorough ventilation. They should be supplied with maps, charts, models, and objects of Natural History; as children especially learn and understand much more readily, and remember more perfectly and permanently, what they *see*, than what they acquire in any other way. The more these outward helps of real utility are multiplied, the more attractive and successful will be our schools. It has been truly and forcibly remarked, that, though there is no *royal* road to knowledge, there is a *natural* road to it; and the more the nature of

things is exhibited in the course of teaching, the more rapid and thorough will be the course of the pupil.

The Examination of Teachers is an important duty with which you are charged. It is, indeed, a work of the last importance, and of extreme difficulty. None other given you to do, tells with such power upon our schools either for good or evil. By your decision with respect to teachers shall be determined the character of these schools, and to no small extent what shall be the characters of our children to their dying day. How thorough, therefore, ought to be your examination!—how cautious in granting certificates of qualification save to instructors of intelligence and moral worth!

Never hesitate for a moment to annul the certificate of one who shall prove to be, on trial, an unworthy and incompetent teacher. Never fail to stand by, encourage and sustain the teacher who is faithful and true.

You will strive for a uniformity of Text Books within your several jurisdictions, and so far as you can consistently, co-operate with this Department in introducing such uniformity throughout the State.

For the purposes of mutual counsel, co-operation and preparation, and that you may the more surely and largely promote the great educational interests entrusted to your supervision, I would recommend, that, as often as twice a year, you meet in County Convention, and that you invite the presence of teachers and friends of education, and their participation in your deliberations and discussions.

This Department would earnestly invite your frequent correspondence. More minute details of the condition of schools, than is furnished in the Annual Reports, is greatly desired. When you have completed your quarterly visitations, please forward an account of each school—its condition, prospects, name of its teacher, and whether parents take an interest in its prosperity—together with such suggestions, recommendations and inquiries as you may deem profitable and important.

Trusting that you will continue to labor earnestly and intelligently for the promotion of the highest interests of the schools of Wisconsin—that you will bring to the work in which you are engaged the best qualities of the mind and heart, with a full and clear conception of the vast responsibilities of the office in which you serve. I have the honor to be, Gentlemen,

Your obedient servant,

A. CONSTANTINE BARRY.

Without doubt we need a more able and efficient supervision of the common schools than is now furnished. In saying this, I would not seem, even by implication, to find fault with any who hold the office and exercise the functions of Town Superintendent. If not always possessed of the highest qualification, they are generally interested, well-meaning, faithful men, and honestly discharge their duty with what ability they have. In any event, it cannot be said that they seek or accept the office for the sake of pecuniary recompense, or for the honors which belong to high official position. And yet is their office a most honorable one, and I am sometimes inclined to believe that it is more to be a good Town Superintendent than to be Governor of a State. He is supervising interests which underlie the prosperity of communities and nations, and superintending processes which result in making more than Governors and Kings—in making MEN.

I said that we needed a more able and efficient supervision of the schools. This is conceded by Town Superintendents themselves, who are in a situation to discern and appreciate what is needed. The following testimony, gathered from the Reports, is submitted for consideration:

"I think if the office of Town Superintendent was abolished, and all the business, supervisory and otherwise, transacted by a County Superintendent, who should receive a liberal salary, it would be beneficial.

TOWN SUPERINTENDENT OF VINLAND."

"I have long been of the opinion that it would be beneficial to the cause of education, to do away with the office of Town Superintendent, and to have one man in each county who should devote his attention entirely to the schools.

TOWN SUPERINTENDENT OF COTTAGE GROVE."

"I would have a law creating the office of County Superintendent, or Assembly District Superintendent. TOWN SUPERINTENDENT OF EDEN."

"My plan would be to adopt the Ohio and New York system of Inspection.

TOWN SUPERINTENDENT OF FOUNTAIN PRAIRIE."

"I think having a thorough man in each county, acting in the capacity of Superintendent, would be beneficial to our common schools.

TOWN SUPERINTENDENT OF BIG SPRING.

"In view of still further increasing the efficiency of the present system, I would recommend that the Legislature make provision for the office of County Superintendent, or a Superintendent for each Assembly District, as the case may be. I think that such an officer, acting in concert with the present Town Superintendents and District Boards, would impart a wholesome and valuable stimulus to the educational cause. The duties of this officer ought to be very clearly defined by law. He ought to visit schools, in company with Town Superintendents, as often as requisite, and deliver lectures and extempore addresses on suitable occasions. His compensation should be liberal. I believe that great and untold benefits would result to the rising generation, and the cause of education generally be promoted thereby. TOWN SUPERINTENDENT OF WHITE OAK SPRINGS."

Many others concur in the foregoing expression of opinion, while none dissent therefrom.

The abolition of the office of Town Superintendent is, perhaps, of questionable policy, while a provision for an additional and more able and thorough supervision is imperatively demanded by existing and urgent needs. An Assembly District or County Supervision, I think would be too burdensome to be patiently borne by our people. A Superintendent for each Judicial District would perhaps sufficiently meet every demand, while the increased taxation for the payment of salary would scarcely be felt. Within the limits of such a jurisdiction, an able, talented and efficient officer certainly could be found, through whose intelligent and energetic and persevering labor, our common schools would be greatly improved, parents aroused and interested, good teachers approbated and sustained, difficulties adjusted, the entire public mind enlisted, and educational reform go forth over the State as terrible to ultra-conservatism and anti-progress as an army with banners.

The intelligent and active Town Superintendent of Hubbard, a devoted friend of our common schools, proposes a similar plan or system of supervision. His views are as follows:

"The State Superintendency should be continued as now. And then the State should be divided into districts composed of say fifty or more towns each, for which districts Superintendents should be elected or appointed, who should devote the entire time to the legitimate work of their office. He should hold at least one Convention in each town in his district annually. Every teacher with the Town Superintendent should be required to be present.

The Town Superintendent of each town should be required during the progress of the schools within his jurisdiction, to hold a meeting every alternate Saturday, composed of the teachers in the several districts, for mutual conference, interchange of thought, discussion, &c.

I would have the salaries of the District Superintendents such as should command the services of competent men, and enable them to devote their whole time

and energies to the duty of promoting the best interests of the Common Schools.

The Town Superintendents should be paid for their time while attending the Convention and meetings at which they were required to be present, the same as though they were engaged in visiting schools, and examining teachers, or in the discharge of any other duty enjoined upon them. So with respect to the wages of teachers—when in conference with the Town Superintendent on alternate Saturdays, I would have their wages continue the same as though they were engaged in teaching.

I am satisfied that even $10,000 per annum taken from the income of the School Fund, and expended for competent labor, on the above or some similar plan, would be far more promotive of the educational interest of the State, than to expend the whole amount for teacher's wages."

Additional remarks on the subject of School Supervision, together with a Bill for an act creating the office of District Superintendent, will be found in the appendix. The attention of the Legislature is earnestly called to the subject.

TEACHERS AND THEIR QUALIFICATIONS.

I know of no more important and responsible position, than that of Teacher. I know of no weight of obligation like that which rests upon him who assumes the sublime task of developing and training an immortal mind. And yet how many engage in the work of the Teacher with no adequate idea of what it is; of its vastness, the careful preparation it requires, and the varied and intelligent labors demanded for its perfect accomplishment. "Let the Teacher," says Northend, "well consider the high and important nature of the duties incumbent on him. The youth, entrusted to his care and training, are the daily and hourly recipients of impressions which will contribute to increase their future weal or woe. Then should he not, by the prompt and faithful discharge of every duty, strive only to make such impressions as will prove salutary."

"What the teacher is in his general character," says Prof. Haddock, "his principles of life, his personal habits, his individual objects, his tastes and amusements, his whole bearing and demeanor, has as much to do in forming the spirit and shaping the destiny of his pupils as his more direct instructions. There is a certain air about a man, or, rather, a certain spirit in him, which determines, to a great degree, the influence of his whole life. It is not exactly what he knows, or what he says, or what he does, but a peculiar style of character in all these respects,—that makes him one and the same man, every where, and upon all occasions. If of the right sort,—bright, earnest, open, kindly, full of cheerful hopes, and ennobled by reverence for truth and love of goodness,—this general character is itself a school, a model for young ambition, a fountain of good thoughts, a silent, insinuating, living stream, nourishing the roots and opening the buds of spring. In this character we find the elements of that *enthusiasm*, without which great things are never done by any body, in any sphere of life—a heavenly, divine spirit, moving us to attempt good ends by manly effort, and, with an eye fixed on high objects, to labor earnestly and long, with a sturdy heart and cheerful face."

"Let him daily enter," says another speaking of the teacher, "with fresh preparation, with interest, with energy, with the spirit of love, and a sound mind, upon his labors. Let him, at all times, feel that principle of love, and that sincere devotion to his profession, which are to be regarded as the sign and measure of high souls, and which, wisely directed, will accomplish much. His calling is honorable,

and his labors will be felt and appreciated if he is faithful. Let him not be satisfied with his past success nor with his present attainments. Let his motto ever be, —Onward and upward.

"Let him also be impressed with the vast importance of his office. He deals with the mind. He is called to educate immortal beings. He is stamping upon their souls impressions that will endure 'when the sun shall be blotted out, and the moon and stars shall withdraw their shining.' Should there be given to such teacher a broad tablet of polished silver, upon which he were required to inscribe some sentiment, to be read by thousands on earth and by angels in heaven, he would tremble in view of the important duty; he would desire that the sentiment might be truthful and wise, and such as would be approved above. Now, there are placed in the hands of every teacher many tablets,—not, indeed, of silver and gold, but tablets that shall endure when silver and gold shall have perished,—the immortal tablets of youthful minds. Upon these teachers are inscribing principles and sentiments, which thousands of their fellow-men will read with grief or joy, which all the angels of light will one day look upon with tears, or behold with exultations of joy."

It is gratifying to know, that in our State we have an increasingly large number of competent and faithful teachers—professional teachers, who do honor to their profession, and are accomplishing a noble work in their chosen field of labor. On the other hand it is painful to know, that there are a far larger number of poorly qualified if not absolutely incompetent teachers, who merely "keep school" for want of other satisfactory employment, or as a stepping-stone to other business. They have no rational idea, no adequate conception of the duties of the school room—many of them destitute of either natural or acquired qualification for their vocation. Yet into their keeping are committed the vastest interests, and without a knowledge of either the theory or practice of teaching, to them is committed the training of young, immortal minds.

Perhaps the greatest, most pressing educational want of our State is, at the present time,—a larger supply than we have of good, competent, faithful, professional teachers. I quote from the reports on this subject:—

"We want a better class of teachers."

"There is with us a lack of good teachers. The qualifications of teachers are generally meagre—there are some honorable exceptions."

"The most serious difficulty consists in the incompetency of teachers. Good teachers are not to be found in sufficient numbers to supply the schools. I have recently examined three applicants for our school—the third being a young lady, whose qualifications I regarded as far superior to those of the other two. She is a good natural reader, spells well, writes a fair legible hand, but is very deficient in Arithmetic, Grammar and Geography. In answer to the question, "By what other names is the Earth known," she said, "By the names of Globe, Hemisphere and New World."

"I have been obliged, from necessity, to grant certificates to teachers when I would have limited them, not only to a particular district, but to a single term of three months, if I could."

"Our teachers are far from reaching any superior standard of qualification.—True, there are some honorable exceptions. Our Town Superintendents are doubtless to be blamed in part for this state of things. It seems to me that in justice to

the public, and for our own credit, we should promptly reject all that class of teachers who do not come up fully to some fair standard of qualification. Better that the doors of our school-rooms be closed for a twelvemonth, than that they be opened for the reception of teachers who are incompetent to discharge the duties of instruction and discipline. The teacher, more than any thing else, *makes the school.*"

"There is a great want of experienced teachers. We have often to hire mere boys to teach our winter schools."

"The education of our teachers is perhaps sufficient, but they lack the ability to teach."

"I have great distrust of the ability of these young half-fledged teachers who are thronging the country. Some of them may, and indeed do, succeed; but the majority of them fail—if not in getting through a term of school, in doing any good."

"* * * * * * If a teacher presented himself with a certificate granted by some partial Superintendent at the East, he was permitted to go into school without many questions being asked him. Owing to the laxity on the part of our school officers, the schools were filled with a class of teachers who did not know enough to take proper care of themselves. There were exceptions, of course; but *poor teachers* were the rule."

"Qualified teachers, particularly females, cannot be had. Often I have had the inquiry made under these circumstances, "What shall we do?—for teachers we must have."

"The qualifications of teachers are very limited."

"The standard of qualification of teachers is low."

"It would give me pleasure to be able to say to you, that our teachers are as well qualified as they should be. About one half of them are tolerably competent—the others are serving in the capacity of teachers for the want of proper instructors to supply their places."

"Able teachers are not easily found, and they probably will not be for a while to come. In the country, where schools are taught for a few months only every year, teaching cannot become a profession, and the task is undertaken by young men and ladies who enter upon it as a temporary business, and do not make any great effort to improve themselves as teachers. Perhaps to make good teachers more common, something should be done to render their situation more desirable."

Similar report is made from nearly every town in the State. Inquiry is made of us almost daily; "Can you not send us a good teacher?" We know of none out of employment to send. What then shall be done by way of meeting the demand? What? save by improving those now in our schools, and raising up and qualifying any additional supply that may be required. This may be done, in part, by means of

TEACHERS' INSTITUTES.

These have proved themselves very efficient agencies in the work of preparing teachers for their high and responsible calling. They have tended to elevate the standard of qualification wherever they have been introduced and sustained.—When properly organized and conducted they impart instruction eminently adapted to the wants of teachers. They unfold the true theory of teaching, reduce that theory to practice, and impart through lectures and otherwise, a vast amount of information of a practical and useful character. Teachers go from them impressed with a truer estimate of the capacity and magnitude of their employment, with their enthusiasm enkindled, and a determination to be more and do more than ever before.

The first Institutes were held in the State of New York, and were attended with

signal success. From thence they were introduced into Massachusetts, and of the experiment there, Gov. Briggs bore this testimony:—'In every instance, the result was most satisfactory and auspicious. I had the pleasure of witnessing the exercises and proceedings of one of those interesting assemblages. The punctuality, attention, improvement, and entire devotion to the great purpose for which they came together, on the part of the members, were worthy of all praise. May not some legislative aid and encouragement be given to a measure which looks entirely to the increased qualification of teachers, and the improvement of Common Schools?' I repeat this question, and address it to the Legislature of Wisconsin—May not some Legislative aid and encouragement be given to Teachers' Institutes here? A small appropriation annually from the School Fund in support of them, would furnish and endow an instrumentality of conceded power and usefulness in the work of preparing teachers.

With reference to Teachers' Institutes the Hon. Henry Barnard says:—

"We have no hesitation in saying, that a judicious application of one-fifth of the sum appropriated unanimously by the House of Representatives, to promote the education of teachers for Common Schools, in different sections of the State, would have accomplished more for the usefulness of the coming winter schools, and the ultimate prosperity of the school system, than the expenditure of half the avails of the School Fund in the present way. One thousand, at least, of the eighteen hundred teachers, would have enjoyed an opportunity of critically revising the studies which they will be called upon to teach, with a full explanation of all the principles involved, and with reference to the connection which one branch of knowledge bears to another, and also the best method of communicating each, and the adaptation of the different methods to different minds. They would have become familiar with the views and methods of experienced teachers, as they are carried out in better conducted schools than those with which they have been familiar. They would have entered upon their schools with a rich fund of practical knowledge, gathered from observation, conversation and lectures; and with their own defective, erroneous, and perhaps mischievous views corrected and improved. Who can tell how many minds will be perverted, how many tempers ruined, how much injury done to the heart, the morals, and the manners of children, in consequence of the injudicious methods of inexperienced and incompetent teachers, the coming winter? The heart, the manners, the morals, the minds of the children are, or should be, in the eye of the State, too precious materials for a teacher to experiment upon, with a view to qualify himself for his profesaion; and yet the teacher is compelled to do so under the present order of things. [How true is this remark as applied to our own State! Our teachers, the mass of them, have no other place in which to qualify themselves save the school-room in which they are employed, and no other means of preparation save those which it furnishes. So that teaching, with them, is an experimenting process, which is as likely to result in evil as good.] He has no opportunity afforded him, as every mechanic has, to learn his trade: and if he had, there is but little inducement held out for him to do this. No man is so insane as to employ a workman to construct any valuable or delicate piece of mechanism, who is to learn how to do it for the very first time on that article. No one employs any other than an experienced artist to repair a watch. No parent entrusts the management of a law-suit, involving his property or reputation, to an attorney who has not studied his profession and given evidence of his ability. No one sends for a physician to administer to his health, who has not studied the human constitution, and the nature and uses of medicine. No one sends a shoe to be mended, or a horse to be shod, or a plough to be repaired, except to an experienced workman; and yet parents will employ teachers, who are to educate their children for two worlds,—who are to mould, and fashion and develop that most delicate, complicated and wonderful piece of mechanism, the human being,—the most deli-

cate and wonderful of all God's creation,—to fit them for usefulness in life, to become upright and intelligent witnesses, jurors, electors, legislators, and rulers, safe in their power to resist the manifold temptations to vice and crime which will beset their future path,—who are destitute of all adequate preparation, of all right qualification, for a task of such amazing responsibility for their high vocation."

But it is impossible that Teachers' Institutes—efficient and useful as they are in the training and instruction of youth—should fully meet the demand for higher acquirements, and a more adequate preparation for the duties of the school room. They may and do accomplish very much, and are important, and indeed, necessary instrumentalities, in the work of qualifying teachers; but ought rather to be regarded as auxiliary to a superior instrumentality—a permanent institution—supplying more abundant aid and exerting a larger influence in the prosecution of its one great object,—the raising up and equipment of professional teachers for the common schools. This instrumentality—this institution, is the

NORMAL SCHOOL.

In view of the importance of the teachers' office—the arduousness of his labor, the sacredness of his duties, and his responsibilities,—a thorough preparatory training must be regarded as indispensable. Hence the necessity of an institution erected and consecrated for and to the one sole and only purpose of affording instruction, by wise and powerful helps, in the theory and practice of the teacher's profession.

Below will be found an able article, from the pen of Hon. Horace Mann, on the Rise and Progress of Normal Schools, together with remarks, testimonials, etc., with regard to their utility and importance. I ask for it a careful and attentive perusal, and trust that its facts, arguments and appeals may secure that action from our Legislature which will result in giving to Wisconsin an institution so imperiously demanded by the best interests of our public schools.

NORMAL SCHOOLS.

"The word '*normal*' is derived from a Latin word, which originally and literally signifies a '*square*',—the instrument used by carpenters or builders. In its figurative sense, as applied to schools, it means a *rule*, a *pattern*, a *model;* or, more generally and modestly, an aid or agency to teach teachers how to teach. A Normal School, then, signifies a school where the principles of teaching are taught, and where the art of teaching is exemplified in practice.

"'The first regular seminary for teachers,' says Dr. Bache in his report on education in Europe, p. 122, 'was established at Stettin in Pomerania, 1753.' It is doubtless true that the preparation of teachers was one of the objects of Franke, in establishing the celebrated Orphan House, at Halle, in 1704; and probably the same purpose was incidentally entertained in founding literary institutions in Koningsberg, Wesel, Gotha, and in other places at a still earlier date. * *

"After the school at Stettin, came one at Berlin, in 1748; at Hanover, in 1757; a Catholic one and a Protestant one at Breslau, in 1765 and 1767; and soon afterwards, many others in different parts of Germany. * * * * * As late, however, as the year 1770, teaching in the People's Schools, (Volk Schulen,) was a mere mechanic art, like cobbling; and in those days it was a current saying in Germany, that he who cannot learn to plough will make a schoolmaster.

"Since the year 1800, seminaries for teachers have been constantly increasing in number and improving in character. In several of the German States, a sufficient number of teachers is prepared to furnish one for each school. * * *

"In Holland, the celebrated Normal School of Mr. Prinsen was established in

1816. Since that time, Normal Schools have been introduced into all the countries of Europe, where intelligence is honored, or the education of the people numbered amongst the duties of government.

"The French law of Primary Instruction, passed in 1833, provided that there should be a Normal School in each of the eighty-six departments into which France was divided.

"There are three Normal Schools in Scotland, which have been in successful operation for several years.

"At Battersea, in England, one was opened, a few years since, by the private enterprize of Mr. Kay Shuttleworth. This has now been adopted by the government. The Church of England party has established another at Chelsea, near London.

"In 1838, the National Board of Education for Ireland founded a Normal School at Dublin.

"After the revolution of 1830, which separated Belgium from Holland, it was found that education, in the former country, was retrograding. But in 1842, the government of Belgium organized a new school system for itself. This system provided for two Normal Schools.

"By intelligence received by a late steamer, (1846) we are informed that the Sultan of Turkey is taking efficient measures to extend education among his people; and that, for this purpose, he has appointed a Minister of Public Instruction, and is about to establish a Normal School, the teachers of which are to be brought from Western Europe.

"In relation to all the countries of Europe, where Normal Schools have been established for a sufficient length of time to exhibit the fair results of the experiment, we have the concurrent testimony of every distinguished European, and of every intelligent American who has visited those schools, that Popular Education has advanced just in proportion to their numbers and to the efficiency and skill with which they have been conducted. In 1835, Lord Brougham declared, in the British Parliament, that 'seminaries for training masters are an invaluable gift to mankind; and lead to the indefinite improvement of education. It is this,' he further adds, 'which above everything else, we ought to labor to introduce into our system.' Cousin, in his report on education in Holland, says, 'I attach the greatest importance to Normal Primary Schools, and consider that all future success in the education of the people depends upon them.'

"Thus we see that the Protestant King of Prussia and the Catholic King of Saxony; the Protestant government of Holland and the Catholic government of France and Belgium; the Episcopal party in England, and the Presbyterians in Scotland; and both Protestants and Catholics in Ireland,—have adopted this powerful instrumentality for promoting education. So the despotism of Prussia, and the almost republican governments of Saxony and Holland, and the enlightened monarchies of France and Great Britain, have united on the same course of policy for the improvement of their people. Even the Sultan of Turkey is so far liberalizing his policy, as to adopt the Normal School. Admitting that we ought not to be greatly supprised, if some of our own State governments, and some of the leading men of our own State and National Councils, should fail to see the utility and the necessity of Normal Schools so early or so clearly as they have been seen by most of the governments and statesmen of Europe, still it would be cause for profound mortification and sorrow, to find them a great way behind Turkey.

"In this country, as early as 1825, that distinguished statesman, De Witt Clinton, then Governor of New York, distinctly recommended to the consideration of the Legislature 'the education of competent teachers.' In his message of 1826, he said, 'I therefore recommend a seminary for the education of teachers.'

"Unfortunately, a different scheme was projected, and a different policy prevailed in that great State. In 1826, when Gov. Clinton recommended 'a seminary for the education of teachers,' Mr. John C. Spencer was Chairman of the Literature Committee in the Senate. In his report for that year, he says: 'Our great reliance for

nurseries of teachers must be placed on colleges and academies.' To carry out this idea, Mr. Spencer, from the same Committee, in the following year, reported a bill appropriating $150,000, to constitute a fund whose income should be divided among the academies. * * * * * * * * * *

No greater practical fallacy was ever conceived, as has been most disastrously proved by the event.

"In 1830, the sum distributed to the academies, to enable them to prepare teachers, was $10,000, and the sum of $169,716 had already been expended upon them. Four years more passed away; the academies received their annual dividends; but, alas! the supply of teachers was, as yet, theoretic only. The scheme was therefore modified. Instead of dividing the bounty of the State between all the academies, then amounting to fifty-five or sixty, the sum of $12,000 was divided amongst eight academies;—one in each senatorial district,—and these academies were required to open a special teachers' department, for qualifying teachers for Common Schools. This plan went into operation in 1835. Three years afterwards, namely, in 1837, Gov. Marcy, after referring to the fact that colleges and academies had been relied on to supply the deficiency of well-qualified teachers, said, 'But it has been quite evident, for sometime, that farther provision ought to be made by Legislative authority to satisfy the public wants in this respect.' Accordingly, the sum of $28,000 a year was granted to the academies, and sixteen, instead of eight, required to engage in the preparation of Common School teachers. In 1840, after two years' further trial of the experiment, Mr. Spencer, then State Superintendent of Common Schools, appointed commissioners to visit the beneficiary academies, and to inquire into the working of the plan. Dr. A. Potter, then a Professor in Union College, now Bishop Potter. of Pennsylvania, was one of the Commissioners. In January, 1841, a long report, prepared by him, was published. Acknowledging that the academies had rendered some service, he pointed out the intrinsic defects of the system, and closed by recommending a Normal School. But Mr. Spencer, in his report for the same year, pertinaciously adhered to the plan, which, fifteen before, he had proposed; and he submitted an argument to prove, in spite of all the light of experience, that Normal Schools were no better for the preparation of teachers, than teachers' departments in academies. His remedy was to enlist more academies in the work. Accordingly, in 1841, eight more academies were designated and called into the service. But nothing could overcome the inherent defects of the system itself; and after two years' further trial, that enlightened advocate of schools, the Hon. Samuel Young, reported that the whole scheme,—'the special qualification of teachers for Common Schools,'—by means of teachers' departments in the academies, had 'practically failed.'

"Taught, by sad experience, the insufficiency of her former course, New York, in the year 1844, took vigorous measures to redeem her time. The Legislature of that year, by a unanimous vote, made an outright grant of $50,000, or $10,000 a year, for five years, for the support of a Normal School. The school was opened at Albany, in December of the same year, under the care of David P. Page Esq., and is now (1856) prosecuting its labors with triumphant success. Already it has commended itself to the judgment, and won the approval, of the great body of teachers of that State. Here and there it meets opponents among them, but in regard to some of these opponents, we know that their minds and hearts are as lean and destitute of all intellectual and moral gratifications for school-keeping, as Calvin Edson's bones are of flesh.

Let it not be inferred from any thing we have said respecting the inability of the academies in New York to furnish a supply of competent teachers, that we would disparage their merits, or derogate at all from the value of their appropriate labors.

They failed because they undertook to accomplish more than it is given to any one institution to do—to prepare one set of students for college, another for the different departments of educated labor, and a third as teachers of our Common Schools. The last, or the first two, are as much as any institution can effect; and if more is attempted, some part of the work will be imperfectly done.

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["Massachusetts has her three Normal Schools, Connecticut one, Michigan one, and if our memory is not at fault, a few other States have each one, and every where they meet with the cordial and united approval of our most distinguished educational men. Without them no system of public instruction can be deemed complete."]

It cannot be doubted that we are as favorably situated now as we ever shall be for entering upon this noble enterprize. Perhaps never, at any time, shall we more need an institution for the education of teachers than at present. Why, then, should we not immediately go about the work of furnishing it? Many of our villages and cities, I doubt not, would cheerfully donate the necessary grounds and a large amount of the means requisite for a suitable edifice, could they thereby secure to themselves the location of such a school. This done, a few thousand dollars annually from the income of the School Fund, would suffice to keep the institution in successful operation, and to furnish the State with a class of well trained and competent teachers.

I take pleasure in again alluding to a thoughtful and wise provision of the Board of Regents of the State University, by which a Normal Department has been established therein, and given in charge of an able and accomplished Professor,—Daniel Read, L. L. D. If the University Fund is not adequate to this end, I should be in favor of aiding from the income of the School Fund in the endowment of the Department of "Theory and Practice of Elementary Instruction." This done, the University will in part occupy its true position — of which I have elsewhere spoken—and assist greatly in the work of furnishing well trained and accomplished teachers for the common schools. "It is greatly to be desired," to use the language of Chancellor Lathrop, "that the educational organism of the State should present a skillfully arranged and well compacted system, from the District School to the University." But how shall this desire be fulfilled, save by placing the University, not nominally and in part, but in fact and entire at the head of our common schools, as one of and among them? This will be the perfection of the educational system of Wisconsin. This alone will save to us the University, unshorn of its strength and its endowments, and made ten-fold more efficient and powerful as the highest educational instrumentality of our State.

Pardon the digression—I was speaking of the Normal Department of the University. I make no objection to the most liberal endowment of it, but after this has beeu secured, there is still to be made, in my opinion, a separate, special institution for the preparation of teachers. Such has been the experience of other States, and in proof of it I refer to the able article of Horace Mann, before mentioned. The University can do much—our Colleges, Academies and High Schools can do much, by way of educating professional teachers for our Public Schools; but they cannot do all, nor nigh meet the great and increasing demand. Do all they can, then will there be abundant room and opportunity for the State Normal School.

I feel to urge this subject upon the attention of the Legislature, and shall hope for favorable action with reference thereto. Your aid is not invoked on the behalf of a new and untried experiment, nor of an old and unsuccessful one. Silas Wright, when Governor of New York, in his message of 1846, thus called attention to the Normal School then recently established in that State:

"By an act passed on the 7th of May, 1844, the Legislature appropriated money

for the establishment of a 'Normal School, for the instruction and practice of teachers of Common Schools in the Science of Education, and in the art of teaching.' The law places the School under the direction of the Superintendent of Common Schools and the Regents of the University, who are to appoint an executive committee of five members, of whom the Superintendent shall be one, to take the immediate charge of, and superintend the management and government of the school, under the regulations, and to report annually to the Superintendent and Regents.

"The city of Albany very generously tendered the use of a suitable building, free of rent, and the school was organized, and commenced the business of instruction, on the 18th day of December, 1844. Twenty-nine pupils presented themselves on the first day, and the number increased to ninety-eight during a term of twelve weeks. Pupils attended from forty of the counties of the State. The second term commenced on the second Wednesday in April, and continued twenty weeks, and on the first day of the term 170 pupils were present. The whole number attending during the term was 185, and every county in the State, except Putnam, sent one or more students. About nine-tenths of the whole had taught school for a longer or shorter period. At the close of the second term, thirty-four of the scholars received diplomas, being certificates of their qualifications to teach common schools. The third term commenced on the third Wednesday in October last, (1845,) and is to continue twenty-one weeks. At the opening of the school for this term, 180 pupils were present, and the number has increased to 197, of whom 94 are males and 103 females. * * * * * *

"These results have been experienced during the first year of the existence of this institution, and they have more than realized the most sanguine expectations of the friends of the school. This is an experiment in our State, but certainly connected with a subject,—the proper education of common school teachers,—which authorizes every reasonable effort giving a promise of improvement, and even any experiment which shall hold out that promise. In this particular, our common school system has proved to be the most deficient, as every friend of education has seen and felt. The institution of pattern schools for the education of teachers is not new. The system has been in operation in several European countries for a length of time, and in the State of Massachusetts for several years last passed; and wherever the experiment has been made, it has been successful."

RECOMMENDATION OF TEXT BOOKS—UNIFORMITY, ETC.

In obedience to the requirements of law, this Department, through its last Annual Report, recommended a series of Text Books for introduction and use in the common schools of the State. For the purpose of placing the recommended list in the hands of every district school officer, and of inviting co-operation in the work of establishing the principle of uniformity throughout the length and breadth of our State, the following circular was issued in March last:

STATE OF WISCONSIN,

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
Madison, March 1st, 1856.

Below will be found a list of Text Books recommended by this Department, for use in the Public Schools of the State. The list, we believe, embraces none but books of standard merit; and we are assured that it meets with general favor among our best educators. We are glad to be able to say that the recommendation will be followed up by an efficient Union Agency, and that no effort or expense will be spared to give it force and effect. It is expected that Town Superintendents, Teachers, District Boards, and all interested in the welfare and prosperity of our schools, will cheerfully and faithfully co-operate in the work of introducing a uniformity of Text Books throughout the State. The attention of District Boards is cited to the fact that they are authorized by law to adopt Text Books for schools

inder their charge, only in accordance with the advice, or recommendation of the State Superintendent.

Sanders' Speller, Analyzer and Definer.
" Pictorial Primer.
" New First Reader.
" 2d "
" 3d "
" 4th "
" 5th "
" Young Ladies' Reader.
" Elocutionary Chart.
Thompson's Table Book.
" Mental Arithmetic.
" Slate and Blackboard Exercises.
" Arithmetical Analysis.
" Revised Practical Arithmetic.
" Higher Arithmetic.
Cornell's Primary Geography.
" Intermediate "
" High School Geography and Atlas.
Ricord's Primary Grammar.
Clarke's New English Grammar.
Welch's Analysis of the English Sentence.
McElligott's Young Analyzer.
" Analytical Manual.
Quackenboss' 1st Lesson in Composition.
" Advanced Course of Composition and Rhetoric.
Payson & Dunton's System of Penmanship.
Parker's Juvenile Philosophy.
" 1st Lessons in "
" Compendium of "
Wright's Analytical Orthography.
Northend's Dictation Exercises.
Brookfield's Composition.
Word Builder.
Willard's Small History of the United States.
" Large " " "
" Universal History.
" Historical Guide.
Davies' Elements of Algebra.
" Geometry.
" Legendre's Geometry.
" Bourdon's Algebra.
" Surveying.
" Descriptive Geometry.
" Calculus.
" Dictionary of Mathematics.
Youman's Class Book of Chemistry.
" Atlas "
" Chart "
Hitchcock's Geology.
Coe's Drawing Cards, 10 parts.
Otis' Drawing Book of Animals, 5 parts.
" Easy Lessons in Landscapes, 6 parts.
Waring's Elements of Agriculture.
Green's Primary Botany.
" Class Book of Botany.
Fulton & Eastman's Double Entry Book-Keeping.
F. & E.'s Blanks for Double Entry Book-Keeping.
Cutter's Anatomy, Physiology and Hygiene.
" 1st Book of " "
Mrs. Cutter's Anatomy, Physiology & "
Webster's Unabridged Dictionary.
" High School "
Mitchell's Outline Maps.
Pelton's " "

A. CONSTANTINE BARRY,
SUPERINTENDENT OF PUBLIC INSTRUCTION.

The recommendation of the Department, together with the principle of Uniformity to which it is committed, has been very widely endorsed by Superintendents, District Boards and Teachers. In comparatively few instances, through the operation of certain causes to which we shall presently advert, the uniformity movement, so styled, has met with opposition, and the official recommendation been set at naught.

For the purpose of showing what is the generally pervading sentiment and conviction on this subject, I quote again from the Report of Town Superintendents :—

"There has been a diversity of text-books in our schools, but steps are being taken to introduce the series recommended by yourself."

"I think a uniformity of text-books would have a tendency to make our schools more efficient and useful!"

"The series of books which you recommended have been introduced, and will probably come into use this winter throughout the whole town."

"We have not a uniformity of text-books at present, but have commenced the work of accomplishing so desirable an end. In two of our districts we have made a thorough change, and have encouragement that we can succeed in all of them.—The books adopted are those recommended by you."

"I have not yet succeeded in getting a uniformity of text-books introduced, though many are favorable to the plan."

"For the three years I have held my present office, I have urged the necessity of a uniformity of text-books * * * * I shall endeavor to introduce those you have recommended. I think them superior."

"We are making arrangements for introducing a uniformity of text-books—the series recommended by you—and think we shall succeed. I deem it of the utmost importance."

"One other thing which I was lamenting, but rejoice to see is being noticed by yourself, is the want of uniformity of text-books. Almost every kind of books, varying according to the fancies of the respective teachers, was found by me in the schools. I shall earnestly endeavor to promote the desirable object recommended by yourself—a uniformity of text-books, and the series proposed by you."

"We have introduced the series recommended by you into some of our schools, and expect to into the balance as soon as they commence again."

"I am making an effort to introduce the series recommended by you throughout the entire town."

"We shall adopt a uniformity of school books at the commencement of the winter term, viz: those recommended by our State Superintendent."

"We have not hitherto had a uniformity of text-books, but I am now engaged in supplying this *desideratum*. With the consent of the District Board I have selected the leading books on your official list."

"There is not a uniformity of books in any of the schools as yet, but the thing will come round soon."

"We have a uniformity of books in our town—those recommended in your official list."

"A uniformity of books is much needed."

"We have a uniformity of text-books in our schools. They are those that were recommended in your annual Report, with the exception of the Grammar."

"I have endeavored to induce people to *try* the recommended series, and where they have done so the books have given good satisfaction. A fresh impetus has been given to the schools by the means, and none, I am confident, can fail to notice the effect. I regard the uniformity movement as an effort in the right direction, and one that must receive the sanction of all who really have in view the good of schools."

Without quoting further, I will simply remark, that there is a general concurrence in the foregoing expression of approbation and of sentiment. None, I am confident, dissent from the position assumed by this Department, that a uniformity of text-books for the State is both desirable and practicable—none, at least, who have bestowed a thought upon the subject.

I cannot now enter into a long and elaborate discussion of the principle of uniformity, and therefore offer the following as a brief statement only of our views, at the same time asking for it, as for the subject itself, the serious consideration of the people of Wisconsin:

Common School education, by long usage and universal consent, has become one of the recognized functions of the State. Along with the duties of administering justice, protecting property and life, and conserving the order and peace of the community, and equally obligatory upon the State, as the sovereign guardian of the commonwealth, we are accustomed to place the duty to provide an adequate and useful education, and to submit to the cost and burden it may involve, as one of those necessities of social existence for which taxes may be rightfully levied, laws enacted, and the prerogative of sovereign power put forth. In a popular govern-

ment, it is as indispensable a condition of national permanence and order that the mass of the people be duly educated, as that they should be protected in the enjoyment of any of the inalienable rights for which society exists. The newer States of the Union have accordingly incorporated the subject of Popular Education among their fundamental forms of government, making in many instances the most liberal provisions for giving it efficiency and universality. Officers have been set apart specially charged with the duty of superintending its details. Normal Schools for the preparation of Teachers, and costly and extensive institutions of higher learning have been erected, and generous endowments made for the support of teachers, the erection of school houses, the creation of school libraries, and other means of thorough and useful culture; all of which pre-suppose both the right and duty of interposition on the part of the State, to secure an adequate education, so far as it may, to its entire population. With many of the States there is scarcely any other object of legislation which receives more careful attention, or any public interests for which liberal appropriations are more cordially sanctioned by the people.

The spirit of these provisions clearly defines the duties of the public officer to whom the interests of education, in any State may be entrusted. He is bound to avail himself of the widest experience, and to adopt the most efficient methods to secure the best education for the greatest number. And among these must be reckoned as not the least important or difficult, the wise choice of the text-books to be used in the schools. In scarcely any particular, has the practical business of education laterly received more beneficial impulse than in the character and adaptedness of the books used in imparting instruction. The general awakening of public interest to the subject of education has attracted to the work of preparing them minds of the highest order and most liberal culture; while in their publication and diffusion, the energies of the largest commercial enterprize have been zealously enlisted. This result, while it argues a most satisfactory increase of public attention to the subject, and a consequent improvement of the schools, is nevertheless attended with a great practical evil in the extraordinary competition of rival books, which not only renders the task of selection difficult and embarrassing, but tends to a most injurious confusion and embarrassment among the schools. To guard against the evil of a great variety and competition of school books, many States have resorted to the policy of encouraging and promoting with more or less stringency, the use of uniform text-books in the schools. In some of these states, express authority has been given to the Superintendent to select and recommend such text-books as he may find best adapted to the purpose; in others, a moral force, almost equivalent to express authority, is exercised for the same end.

Wherever adopted, this principle has given immediate and salutary impulse to the schools; and such are its obvious and direct benefits, that it can hardly fail to become an universal feature of the Educational Policy of all those States where education is controlled by legislation. In this State as in most of the North-western States, it has so far demonstrated its practicability as to render it a matter of the greatest importance that it should become the permanent and universal policy of our schools. Scarcely any interest connected with the schools of the State has, at present, a more urgent claim upon the sympathy, and co-operation of all the friends of education in the State, than this question of uniformity of text-books; and to none has

more thought and care been bestowed. For years have I given it attention. Convinced not only of the importance—which is generally conceded—but also of the practicability of a State Uniformity of text-books, I at once, upon my appointment to the office in which the people have seen fit to retain me, took decided ground in favor of it. Multiplicity of text-books in our schools—hardly a single school possessing a uniformity, was a great and crying evil. It stood in the way of educational progress and prosperity, and was rather increasing than diminishing. For the purpose of remedying this evil, and removing a mighty embarrassment to any large usefulness of our public schools, I selected and recommended, as became my duty, a uniform series of text-books for use throughout the State. This done, in order that the recommendation might not be wholly devoid of practical force and effect —a mere idle form annually gone through with as in times past—I sought co-operation from town superintendents, district boards, teachers, and all friends of education. My appeal was to them—to the good sense and the candid reason of the people, and not to any authority I may have possessed under the law; and he who says that I ever, by declaration or intimation, asserted that I would *force* my recommendation authoritatively on the people of Wisconsin, utters an infamous falsehood! "Shingle" the State he may with his "incendiary" circulars—he is only the greater villain, and deserving the deeper infamy.

This movement for the establishment of the principle of uniformity, in accordance with reasonable expectation, was at the outset stoutly resisted. It met with bitter and determined opponents, and not the most righteous men were always employed to stay its progress. Motives were impugned—charges of bribery and corruption iterated and reiterated—every manner of falsehood invented and put into active and extensive circulation—and art and intrigue made to play their part in the most skillful manner. But the movement has made way against it all, and now that the heat and violence of the conflict have somewhat abated, is seen still to contain within itself the assurance of ultimate success. Its past achievements are at once a fact and a prophecy. That it will continue to be opposed we believe; but at the same time we have a strong conviction that it will prevail in the end.

I am not yet prepared to believe, that any considerable number of the people of Wisconsin will array themselves in hostility to a public officer who is faithfully endeavoring to serve them, or that refusing to co-operate with this Department in carrying forward a measure of conceded utility and of pre-eminent importance to our common schools, will bestow sympathy and aid upon those whose interest it is to divide and alienate. Neither am I prepared to believe that school officers and teachers—any portion of them—will be moved by any influences to oppose a movement which looks only to an increase of educational prosperity in our State, or that by any means they can be converted into the persistent opponents of the legitimate labors of this Department. We are to work in harmony together—not to be opponents and enemies. We need in this mutual business of furthering the interests of popular education, not only "the long pull, and the strong pull," but the "pull altogether." Only in this way can any thing of amount be accomplished.

No one says aught either by circular or otherwise, against uniformity—all claim to hold and advocate the principle. So, too, none deny that the recommendation of text-books was not a fit one to be made, all the books on the official list, if not

the very best, are at least *good* books. This is conceded by the opponents of the list. But the *manner* in which the recommendation was made—that is what is so monstrous and appalling! Of this I will simply say, that it was the aim of the Department to discharge its duty with an eye single to the best good of the schools of Wisconsin.

But my action in this matter is regarded in certain quarters as *extra-official*—as an unwarrantable interference—an unjust invasion of the rights of others; and I have been accused of calling a series of County Conventions 'for the main purpose of advancing the interest of *nineteen school books!*'—of issuing circulars from my office 'assuming the most extraordinary powers'—of entering into 'a partnership with certain publishing houses—of having bartered away my manhood, my self-respect, the honor and dignity of my office for MONEY! These are the charges that have been blurted over the whole State, by newspaper and circular, for the past ten months. And after all this, I am bade to see who are my friends in this matter! That I have desired and labored for a uniformity of text-books throughout the State I cheerfully admit. And I unhesitatingly acknowledge that I have given all my personal and official influence to the work of securing such uniformity. In doing so have I exceeded my instructions, or assumed extraordinary powers? Let those who think so read Section 48, of Chap. 9, of the Revised Statutes: '*It shall be his duty to recommend the introduction of the most approved text-books, and as far as practicable to* SECURE A UNIFORMITY IN THE USE OF TEXT-BOOKS IN THE COMMON SCHOOLS THROUGHOUT THE STATE.' The Superintendent is not only to 'recommend,' but he is to '*secure*' so far as he may by the legitimate exercise of any power he possesses a uniformity of text-books—not in a town or county, but 'throughout the State.' So read his instructions. He may even call conventions for the sole and only purpose of promoting such uniformity. He may issue circulars inviting co-operation on the part of school officers and teachers, and even warn 'Town Superintendents and others to beware of agents' who seek to obstruct the path of his duty. I have labored and shall continue to labor in obedience to the instructions which bind my office, regardless alike of the frowns or smiles of men.

The considerations which call for the adoption of uniform text-books in the common schools, are both numerous and urgent,—to a few of which it may not be irrelevant to our purpose to advert:—The danger of the introduction and use of inferior and incompetent books, will be greatly diminished by intrusting the choice to a public officer selected for the purpose. The choice of the best text-books, is, in the present state of educational literature, a task of exceeding delicacy, demanding sound critical judgment, practical experience of the wants of the school room, and familiarity with all the improvements to which the experience or intelligence of the age has given birth. To make this choice wisely among so many books, of such various grades of excellence, presupposes a degree of leisure and preparation, to which but few of our school officers, or our teachers, even, can lay claim. Yet there is scarcely any question pertaining to education, which involves more comprehensive or important results. If this office be confided to one person, or to a chosen and central board, the magnitude of the trust will both justify and be apt to secure the bestowment of a sufficient degree of time and attention to the work of examination and comparison of the different books in the market, to render the

final choice, generally speaking, more intelligent and deliberate than would ordinarily be possible, if left to the more cursory and less responsible examination of local authorities or individual teachers. It is difficult to perceive what better safeguard against hasty judgment, partial and interested examinations, and injudicious selection could be provided, than by making the choice a matter of solemn official duty, under legislative supervision, and subject to proper approval. Mistaken estimates of the real value of books may occur when the most conscientious scrutiny is exercised; but it can hardly be questioned that the probabilities of error and misjudgment will be incalculably diminished, and the best security for the introduction of only good books afforded that the nature of the case admits of, by entrusting the choice to officers chosen for the purpose, acting under official responsibility and taking time to choose wisely.

The effect of using uniform books upon the character and efficiency of the schools themselves, is also in the highest degree beneficial. The use of different text-books relating to the same subject in the same school, it will at once be perceived, must distinctly interfere with that complete classification of pupils, on which much of the order and efficiency of schools depends. There must necessarily exist as many classes as there are books in use; and the unavoidable result of multiplying the number of classes, must be to abridge the time and degree of attention devoted to each. Now it is well known that one of the great secrets of all effective teaching is the reducing the number, and increasing the interest and thoroughness of the recitations, by disposing the pupils into larger classes. Not only does the presence of a large number of fellow-pupils give scope and intensity to emulation, and importance and impressiveness to the exercise, but more than all, it enables the teacher to bestow sufficient time and care to make the recitation thorough, and the literary or moral lesson it inculcates, indelible. Neither thoroughness nor method is possible in a school where the teacher's time is so distracted by a multiplicity of recitations, as to prevent or disincline him from taxing his best resources, and from bringing to bear all those personal illustrations and elucidations of the subject, which are necessary to adapt the lessons to the different capacities of the learners, and to add vitality and animation to all. We know of nothing better calculated to secure order, and to give impressiveness and thoroughness to the instruction imparted, than by such a classification of scholars as the use of the same text-books will both render easy, and naturally suggest.

Scarcely less desirable is the use of similar books in the different schools. The transfer of teachers from one district to another is a change constantly going on, and must be calculated upon as one of the permanent evils connected with our school system. Where different text-books are in use in different schools, the teacher's removal necessarily introduces him to duties to which he can do but imperfect justice, from being compelled to use books with which he is unacquainted. The more familiar he may be with one set of books, and therefore the more accomplished and useful in his vocation, the greater will be his embarrassment in employing those he is unaccustomed to; and not a little of the time, study and interest which are especially needed at the outset of his career, will be wasted in the effort to accustom himself to the use of unknown books. Both his tastes and interests will incline him to prefer the books he has before used; and if he has in-

fluence enough to effect it, a change of text-books, with all the attendant cost, interruption and confusion, will be the result.

The removal also of pupils from one district to another, a change much more frequently occurring, will be attended with similar discouragement and confusion, while different books are in use. Having become familiarized to one method of study, in the use of text-books, the pupil is compelled to go back to the re-acquisition of the same knowledge by another method, and is confused by the differing, if not contradictory teachings of the different books. His interest in the study languishes as his perceptions of the subject taught become vague and confused; and study becomes a task, when it should be a delight.

A great and needless expense also, in the purchase of new books, will be saved to the parents, by the use of the same books in all the schools. Teachers passing from one school to another will find no occasion for seeking change, and books purchased for one school will answer for all schools. Removal of residence will not necessitate the change and re-purchase of school books, while a sense of familiarity will make the pupil contented and at home in one school as well as another.

This is but a mere tithe of what can be said in favor of a uniformity of text-books throughout the entire State. Arguments on its behalf accumulate as we write, and urge their claims for presentation. But the foregoing are deemed sufficient for the present. Shall they not be carefully weighed and considered, and secure the willing and substantial aid of all school officers, parents, teachers and friends of education, in the full and practical establishment of the principles of State uniformity? This aid will be found prompted by the highest considerations of self-interest and of duty, and to be demanded by a principle against which its enemies only can say, that its general application is impracticable.

After all that has been said in opposition to my official recommendation, I have as yet seen no cause for making any material changes in my list. There are many other books—Readers, Geographies, Arithmetics, &c.—that are highly meritorious, and of them I have not hesitated to say that they were worthy of commendation; but never having officially recommended but one series of text-books for use in the schools of the State, I am prepared still to give to that series my entire and hearty approval. My reasons therefor may be found in the following brief review or analysis of the leading books on the recommended list:

I commence with Sanders' New Series of Readers, and shall confine myself to a few points of peculiar excellence possessed by these popular books. It may be as well to state at the outset, that they are not mere revisions of a former series, but are in all respects *new*, save in the plan of instruction which they unfold. Their distinguishing features are,—

1. The child is taught to read by the use of intelligible words only—beginning with those of the least, as those of two letters, and gradually advancing to those of greater length.

2. The words that compose the reading lessons of the Primer, First and Second Readers, are arranged in spelling lessons, to be learned by the pupil before he is required to use them in the reading lessons.

3. All the difficult words of each reading lesson in the Third and Fourth Readers, are formed into lessons for spelling, with definitions.

4. The instructions in the sounds and power of the letters, as well as the rules for spelling, are more clearly presented in Sanders' New Speller, Definer and Analyzer, than in any other work of the kind.

5. The words in the Speller, Definer and Analyzer are so arranged as to exhibit their definitions by comparison, contrast, or analysis, in connection with their orthography and pronunciation.

6. The spelling and pronunciation throughout are uniformly in accordance with that of Dr. Webster.

7. The primary books contain more lessons of easy reading than other works, there being over one hundred pages made up of monosyllables.

8. The progression from one book to another is more regular, gradual and philosophical than is usually found in other books.

9. The character of the lessons are such as is not only adapted to interest and instruct in the art of reading, but at the same time to impart some moral or scientific truth.

10. This series contains a greater variety, both in style and subjects, than is usually found in other books of the kind.

11. The practical instruction in the Rhetorical Principles of reading and speaking, contained in the Third, Fourth and Fifth Readers, and also in the Young Ladies' Reader, and their application to the reading exercises, throughout the entire series, constitute a distinguished characteristic of these books.

In the foregoing essential respects, I regard Sanders' Readers as greatly superior to every other series submitted to my examination.

The series of Arithmetics, named on our list, was commenced at the suggestion and under the supervision of President Day, of Yale College, who furnished the leading idea on which the several books are constructed, and has contributed more or less to the contents of each. His eminent Mathematical abilities, and his long and most successful experience as a teacher give the highest assurance of thoroughness, clearness and excellence. Prof. Thomson, whom President Day selected to carry out his idea, was a practical teacher of large experience, and thus qualified to know where there was room for improvement in the elementary treatises in common use. His several works have met with the general favor of practical teachers for the following reasons:

1. For their eminently *practical character*.

2. For the clearness and precision with which the Rules and Principles are stated.

3. For the strictly scientific arrangement of subjects; there being "a place for every thing, and every thing in its place."

4. For the appositeness and felicity with which the principles of the science are illustrated. The right thing is said at the right place and in the right way.

5. For the number and variety of examples and problems, and their progressive arrangement.

6. Because in nearly every article, something is gained in the mode of presenting the subject—clearness and precision being remarkable throughout.

7. Because they give the "why and wherefore" of the various rules and operations.

8 For their comprehensiveness and unity of plan. Instead of a few "disgieta

membra" thrown together without regard to their harmony or relation to each other, the principles are arranged consecutively, and the entire science presented in symmetry.

9. For the perspicuity and clearness of the language—a quality of very great importance. The style and language of the books put into the hands of children, have often a decisive influence upon their mental traits and tastes.

10. Because they do not take things for granted which require proof, nor presume the learner to be acquainted with subjects of which he has never before heard.

11. Because they do not anticipate principles, nor use one principle in the explanation of another before it has itself been demonstrated and explained.

12. For their adaptation to the purposes of instruction. Every practical teacher knows that a text-book may be very elaborate and erudite, and yet be a very unteachable book. These Arithmetics, being the re-production of the author's own experience as a teacher, and designed to meet the actual wants of pupils as he found them, are peculiarly easy to teach, and make the work of both instructor and pupil pleasant, because methodical and clear.

13. For their just appreciation of the real difficulties of the science to the beginner, and for the discriminating suggestions and observations thrown in to remove these difficulties, and to stimulate the learner to renewed efforts.

14. For the specimens of exact logical reasoning which they present to the learner, while he is acquiring practical and useful knowledge.

15. For the amount of valuable information pertaining to business transactions, and matters of science, not found in other works of the kind.

A feature radically characteristic of the series, is the union of the inductive and synthetic modes of study. It has been the author's aim to combine the advantages of both these systems, and it is believed that he has been more successful than any other author of mathematical works. In defending his Arithmetics against an attack made upon them by Prof. Dodd of the Transylvania University, Dr. Thomson gave the following notice of his plan, and analysis of the two systems:—

"This method of instruction is in accordance with the well known law of nature, 'first the blade, then the ear, and then the full grown corn in the ear.' So in Arithmetic, the child obtains his first idea of *number* by the simple process of observing the toys and other familiar objects around him. At length, perceiving that a certain property is common to everything with which he is acquainted, he forms a conception of this property without reference to any particular thing, and thus obtains the abstract idea of number. In a similar manner, children begin to make numerical calculations about their playthings and other sensible objects. They gradually observe that the same operations may be applied to all things around them, however dissimilar; and, at length, perceive that these operations may be performed without reference to sensible objects. Thus, from the examination of *individual* things, they form the *abstract* idea of *number;* from the examination of *particular truths* they deduce *general principles*; and these general principles in turn, form the *basis* of other processes of reasoning, until they are led step by step, from the *simplest* combinations of numbers to the *highest* and *most complex* calculations in the science.

Finally, this method secures all the essential benefits both of the Inductive and Synthetic modes of instruction, and at the same time avoids their defects. It teaches the pupil the seperate principles of the science from the examples he solves, and trains him to analyze and reason for himself; which are the crowning excellencies of the Inductive method. In the next place it furnishes him with a general rule

for reference and review, together with a variety of examples to familiarize its application; and these are the chief advantages claimed for the Synthetic method. In addition to this, the method we advocate, teaches the pupil whence the rule is derived, the reasons upon which it is based, and the "why and wherefore" of every step in the operation. We thus avoid the untold evils of taking so many things upon trust, of memorising rules which are not and cannot be understood, and especially of this aimless, mechanical "cyphering," which the Synthetic method so often inflicts upon our schools. On the other hand, our method teaches the pupil to classify individual principles, and from them to deduce general rules and formulas; it carries his mind forward from particular ideas to those universal truths, which constitute the science of numbers; and thus it effectually remedies the partial, and incorrect views of the subject, which are incident to the Inductive method. These, then, are some of the reasons which led us to adopt the plan of uniting the Inductive with the Synthetic mode of instruction. They are sufficient to show that this method, when properly carried out, shortens the road to a knowledge of Arithmetic."

Few branches pursued in our common schools are as important as Geography; too much care, therefore, cannot be exercised in the selection of text-books on this subject. After a deliberate and impartial examination of all the systems within my reach, I cannot avoid the conclusion that Cornell's series is decidedly the best. As there are few of its competitors that can rival it in beauty of external appearance, so there are none that approach it in excellence of matter. Cornell's Geographies surpass all others now before the public in the following respects:

1. In philosophic arrangement, the spirit of their motto being faithfully carried out—"first, the blade; then, the ear; after that, the full corn in the ear." 2. In the gradual progression of their steps, whereby the difficulties usually encountered by beginners are removed. 3. In presenting one thing at a time and impressing it on the mind before another is introduced. 4. In the adaptation of each part to the age and grade of scholarship for which it is intended. 5. In the admirable mode they prescribe for memorizing the contents of a map. 6. In their full explanations and explicit directions for describing the natural divisions of the earth, saving the teacher time and labor. 7. In their judicious selection of facts, the usual mass of irrelevant details pertaining to Astronomy, History, Zoology, Botany &c., being rigidly excluded. 8. In the appropriate and instructive character of their illustrations. 9. In consistency between maps and text. 10. Above all, in their great crowning feature—the introduction into the maps of such places only as are mentioned in the book—thus saving the pupil from the discouraging necessity of groping for a given locality amid a labyrinth of crowded names.

These merits characterize the whole Cornell series in a preeminent degree; some of them are original with the authoress and confined to her books. Any one of them would be singly almost enough to entitle her system to preference; taken together and in conjunction with minor excellencies which pertain to her volumes individually, they leave no doubt in my mind as to its decided superiority. So clearly is every fact presented, with such analytical precision is one branch of the subject kept distinct from another, so carefully is all that does not legitimately fall within the province of the science excluded, that from either Cornell's Intermediate or Higher Geography alone, I believe a far better idea of the earth and the localities on its surface will be obtained, than by going through the whole series of any other author. The knowledge acquired from Cornell's books must be well digested and

therefore long remembered. The student learns one thing at a time, and learns it well. Even the dullest comprehension with such a guide will become well grounded in the science. The advantage of a systematic presentation of facts and principles, each in its proper place, cannot be exaggerated; and hence, as well as on other accounts, I pronounce Cornell's Geographies incomparably in advance of all others that have been heretofore prepared and recommended them for use in our schools.

A thorough knowledge of his own language is essential to every scholar. This must be acquired, whatever else is left unlearned. The powers and relations of words must be understood more practically than they can be gathered from etymoloy and syntax. The true artificer must be able not only to take to pieces the work of others, but also to produce work of his own; and so the true scholar must know not only how to analyze or parse a given sentence, but how to put together or compose sentences for himself. To a perfect mastery of the language, therefore, a course of Composition is as essential as a course of Grammar. I do not mean the mere production of essays on given subjects, which are generally as unprofitable as they are vexatious, and which, without previous instruction, it is unreasonable to expect any but natural geniuses to produce. I mean a regular system which teaches the proper mode of producing such essays, points out the errors to be avoided, and makes an attractive as well as improving exercise of what is otherwise proverbially repulsive. Such a system is found in Quackenbos' "First Lessons in Composition," and "Advanced Course of Composition and Rhetoric." The former faithfully drills the beginner in the uses of the parts of speech, teaches him to frame sentences of every kind, and shows him how to analyze his subject and compose simple essays. The advanced work is designed for higher classes; it contains much valuable information respecting the history of our language, besides treating of Rhetoric, the Pleasures of the Imagination, Style, Criticism, and every department of Prose and Poetry, with appropriate models and exercises.

It would be difficult to point out in these admirable books anything that we would desire to have altered; they meet our wants in every respect, making no unreasonable draft on the time or patience of the teacher, and leaving him no excuse for neglecting to make composition a regular study, even with his younger classes. It is unnecessary to compare these books with others on the subject, for there are none that approach them in clearness, comprehensiveness, excellence of arrangement, and above all indirect practical bearing. They stand alone in unfolding the principles of composition in connection with those of Grammar, and furnish the best system of punctuation with which we have met. Affording an insight into the mechanism of language, they will hardly fail to impart facility and grace of expression, and to inspire a love for the beauties of literature.

Among the many works on Grammar, Ricord's, for beginners, possesses decided advantages. It strips the subject of technical difficulties, and obliges the student to commit to memory nothing that is not readily understood by induction from what has previously been acquired. The learner is not lost in a maze of words, but at each step of his progress sees where he is standing. Ricord exhibits the application of every principle by felicitous illustrations. He deals only with orthography and etymology, wisely abstaining from all that pertains to sentences till the relations and uses of words are mastered. Words are the basis of all language;

and the student who goes faithfully through Ricord's little manual, will have no difficulty in passing intelligently to Syntax and becoming an accurate grammarian.

In addition to this introductory book on Grammar, as furnishing a superior accompaniment, I have recommended Clark's Practical Grammar—a work that is highly approved and commended by many of the best teachers in the land. In it, "the philosophic, the comprehensive, and the *scientific*, so happily harmonize as to enlist, concentrate, and highly discipline the faculties of the youthful mind, which, in the use of this author, is not encumbered by the parrot-like *repetition* characterizing the majority of text-books on Grammar, most of which are mere challenges to the memory, and collectively they hang as an incubus upon the science, impeding its onward march in about the same ratio as the use of patent notes have retarded the progress of music as a science." The system of diagrams by which it is illustrated imparts to it special importance, and wisely adapts it for use in the common school. By the use of the two—Ricord and Clark—the pupil can hardly fail of gaining therefrom a practical and thorough knowledge of English Grammar in a comparatively brief space of time, and with far less labor and perplexity than by the study of most other books which treat of the science.

As an introduction to the science of Chemistry, Youman's "Class Book," illustrated by his Chart and Atlas, is entitled to a decided preference over all competitors. It unfolds the subject more philosophically and illustrates it more happily than any other work. It shows the application of the principles of Chemistry in the useful arts and every-day life. For technical diction it substitutes plain words and an attractive style, and thus brings the science clearly within the comprehension of the young.

In Botany, I have found nothing equal to Green and Congdon's "Class-Book." This work furnishes superior models of analysis, and unfolds the mysteries of nature, throughout all the processes of vegetable phisiology, with a minuteness of detail and liveliness of description, which invest with a charm what in other Botanies is a dry assemblage of facts. The distinguishing features of the "Class-Book" under review are its profuse illustrations, and the exercises for study and recitation based upon them, each being a recapitulation of instructions already given. The eye is thus brought to the aid of the memory; nor can any one, without the assistance of pictorial representations, hope to gain the same accurate knowledge of the minor points which have to be noted by the practical botanist, as he will acquire from the numerous and accurate plates here presented.

For a complete course of instruction in Drawing, I would recommend Coe's Cards as best adapted for beginners, to be followed by Otis's "Studies of Animals" and "Lessons in Landscape." The merit of the former consists in their progressive arrangement and their numerous exercises in linear drawing. As a perfect mastery of the notes is the foundation of all knowledge of music, so facility and accuracy in the execution of horizontal and vertical lines is essential to success in drawing. Coe combines these lines in various representations of simple objects, to prevent them from becoming irksome; and to these he confines the beginner till eye and hand are educated to the proper mark. This thorough drilling, apart from its other advantages, will hardly fail to communicate ease, beauty, and rapidity to the hand-writing. Otis's Course of Landscapes and Animals is recommended for its masterly treatment of Perspective, the spirit of its designs, and its superior

style of execution. Full and definite instructions accompany his books, which will prove of service to both scholar and teacher.

A want long felt in our schools is well supplied by Waring's "Elements of Agriculture," a lucid treatise embodying in a form suited to scholastic instruction the leading principles of agriculture, and setting forth facts with which every young farmer, and indeed every youth in the land, ought to be familiar. This is the only book of its kind, and it cannot be too strongly commended to the attention of teachers. Millions of dollars would be saved to our country annually, were the important truths it contained generally known and acted on. Every page of the work is practical; and, if we can bring it into general use in our schools, we may look, in the next generation, for better and more successful cultivators of the soil than we have ever yet had.

A comparatively recent branch of study introduced into many of our schools is that of Physical Geography, which has been defined to be "the history of nature presented in its most attractive form, the exponent of the wonders which the Almighty Creator has scattered so profusely around us." The science is most interesting and attractive, and the study of it cannot fail to be attended with most excellent results. As a text-book on the subject, I cheerfully and earnestly recommend Warren's new work entitled "A System of Physical Geography," as eminently adapted for use in our Public Schools.

Of the remaining books on my list I need not speak in detail. The series of Philosophies by Parker, Mrs. Willard's Histories, and the higher mathematics of Prof. Davies are well and widely known, and nothing I could say would add in the least to their merits.

Thus, in as few words as possible, have I given my reasons for prefering the various leading books on my recommended list; and in view of the importance and advantage of uniformity, I would fain hope that they might also lead to the universal adoption of these books in the schools of the State. It is cheerfully conceded that there are other text-books of eminent merit, but to multiply new books at the expense of uniformity is to perpetuate a mighty hinderance to the prosperity of our schools.

GRADED SCHOOLS.

The attention of the Legislature was respectfully and earnestly called to this subject in my last annual Report, but for some reason was passed by without any definite action being had upon it. I may be allowed to introduce here the remarks there made :—

There is needed such a modification of our general system of Public Instruction, by means of supplementary provision, as shall adapt it to existing wants in our large towns and villages, and the more thickly populated rural districts. Only with much difficulty can the provisions of the present law be made available in effecting the required change. The full benefits of a more thorough and efficient system of organization and discipline are now secured only by special act. Only the common district school is recognized by our present system and law. Something above and beyond this is imperiously demanded by the educational needs of hundreds of localities in our State. Union Schools, it is true, can be organized under the present law; but only, as I said, with great difficulty. We need, then, such special provisions, as that, while the general system shall remain operative as now

where it best adapts itself to the existing condition of things, the localities referred to, may, if they shall so elect, enjoy the advantages of a well-devised system of Graded Schools. The following is presented as the outlines of such a system :—

1st. The consolidation of the several districts within a city, village or part of a town, for the purposes of a better organization, managememt, and supervision of schools.

2d. The organization of so many Primary schools of a city, village or part of a town as may be required, and of a Central High School. [Where the number of pupils is no more than four or five hundred, a single school, with Primary, Intermediate and High School Department will be sufficient.]

3d. The organization, superintendence and management of such schools, or school, to devolve on a Board of Education consisting of three or more Commissioners and a Superintendent; which said Board shall be vested with all the powers of present District Boards.

4th. The Common Council of a City, or the Trustees of a village, to raise by tax such sums as may be determined and certified by said Board of Education to be necessary or proper for the purpose of purchasing School Houses, paying Teachers wages, etc., etc.

These in brief are the general outlines of the system, which, through its practical workings, under a wise and careful administration, has given to Racine, Kenosha and Waukesha their model schools. None in those places dream of going back to the old district system. We do not propose, therefore an untried experiment, when we submit this system of graded gchools for adoption in all cities and villages in our State. In all favorable localities, if properly administered, it will make the public schools the best schools—more than any mere private or select schools possibly can be—and thus do away with the necessity of the burdensome maintenance of the latter.

In Madison, Janesville, Watertown, and Sheboygan this system, substantially, has been adopted, and is taking a fast hold upon the hearts of the people. Its advantages are at once seen when it is considered that it concentrates, almost of necessity, "all the mental and material energies of the inhabitants upon the support of a good school, well furnished with all the necessary appliances for a systematic and scientific instruction." It stands approved wherever trial has been made of it, even under unfavorable circumstances. It has the unqualified approbation and endorsement of eminent educational men. "It is evident," says J. L. Pickard, "that the interests of popular education are advanced by anything that tends to elevate the Common School, and leads to a wise and economical expenditure of the school monies. That the system of *classified schools*, including all grades from the primary to the high schools, is the best adapted to secure this elevation and ecnomical expenditure, need no illustration, except with such as have no practical knowledge of its workings, or have bestowed no thought upon its reasonableness."

"The prevailing system of separate school districts," says S. S. Randall, "however advantageous in the incipient movements and first organization of a school system, labors under the serious defects of a want of adequate supervision, and the absence of a hearty, vigorous, systematic and united co-operation of the whole community in one common effort for the advancement and improvement of its educational facilities. These defects are effectually remedied by the Union and central system."

Believing that a legislative provision, for uniting townships and incorporated villages, and even our smaller cities, for the purpose of organizing Union and Cen-

tral High Schools would be of great utility and subserve an excellent purpose, I have drawn, and herewith submit an Act embracing the system which I have before briefly presented in outline.

Before a well-devised and faithfully administered system of Graded or Classified Schools—Common Schools still—I look for the existing system of separate and isolated districts to recede and disappear. I hope yet to see in Wisconsin a system of public instruction, providing for the establishment and maintainance of primary schools and a high school in each town—a Free Acadamy at some central and healthful point in each county—and, at the head of all, a free State University.—The latter we have, only it does not occupy its proper position, and is not accomplishing its proper work—not because it will not, but because it lacks the opportunity. It is now an object of jealousy and attack from every quarter. Place it at the head of our Common Schools, the crowning excellence and glory of our Free School System; and it at once becomes an object of general interest and regard, and the weapons with which it is now assailed are forever turned aside.

In all essential respects, the system of graded schools is greatly superior to any other ever devised or known. It brings order out of confusion. It admits of the classification of pupils, according to age or attainments—provides separate departments for them, and places them in charge of competent instructors. There is more permanence in the teacher's office under this system. As a general thing none but thoroughly qualified teachers will be employed, and therefore changes will be less frequently made. Not only this, but the instruction imparted will be more thorough and experienced. The number of classes being greatly diminished, each class will receive a much greater share of attention. There is, too, a saving of expense in the graded system. "Not more than half as many teachers will be needed. A teacher can govern and instruct sixty graded scholars better than he can thirty not so disposed. Books will not be changed so frequently. The same or a greater number of children, may be better educated, by expending, under the new system, three-fifths of what it would cost under the old." But the chief excellence of the system, and one which should give it a high place in the public estimation and esteem, is, that under it our children, even though we be poor and humble, can be advanced step by step from the primary to the central school, and from thence to the College or University. "And all this under the protecting shadow of home, blessed by its influence, and guarded by the care of watchful parents."

Of Graded Schools, the State Superintendent of Maine in his last annual Report says:

A graded school is a classified school, consisting of two, three, or four departments, to each of which the pupils are distributed according to their ages and attainments, placed under teachers adapted to each grade. These departments are generally denominated the Primary, the Intermediate, the Grammar, and the High School. The larger cities have very generally adopted the four departments. In some of the smaller cities, and larger villages, the system embraces but three, the Intermediate being omitted; and in the smaller villages and rural districts, but two, the Primary and Grammar. In the cities, two or more classes of school-houses are provided, while in the villages and populous districts which have adopted the graded system, one commodious edifice is usually erected for the accommodation of all the departments. Inasmuch as very many villages and neighborhoods have not yet attended to a proper gradation of their schools, although the number of their scholars renders it not only practicable, but highly necessary to their success, I

wish to state some of the difficulties attending the instruction and discipline of a mixed school, and some of the advantages in the classification of pupils according to their ages and attainments. The one-school system brings into the same room all the pupils of the district, however different in ages and attainments, and so divides the labors of the teacher that his services become of but little value. It necessarily multiplies the number of classes, and affords but little opportunity for explanation and illustration, and for pointing out the practical bearing and utility of the subjects taught. It allows to the teacher very little time for awakening and disciplining the minds of his pupils by a skillful and searching examination into the amount of their knowledge and the process by which they obtained it; "the work of education going on in such schools cannot be appropriate and progressive. There cannot be a regular course of discipline and instruction, adapted to the age and proficiency of pupils; a series of processes, each adapted to certain periods in the development of the mind and character, the first intended to be followed by a second, and the second by a third, the latter always depending on the earlier, and all intended to be conducted on the same general principles, and by methods varying with the work to be done, and the progress already made.

Such a system must embrace the lower and higher branches of an English education, and different methods of instruction are called for, which can never be pursued with success in the same school-room. The elementary principles can be made intelligible to the young only by a large use of oral methods. The higher branches, especially the mathematical, require patient application and habits of abstraction, which cannot be secured amid a multiplicity of distracting exercises, movements and sounds.

Many important subjects of study must be excluded, for the teacher has no time to attend to them, and no regular and suitable course of study can be introduced, owing to the shortness of schools, and the transient character of the teachers. It is hardly possible to overrate the evils which result from a frequent change of teachers, "for scarcely any two have the same methods; and one who follows has no opportunity of becoming acquainted, by actual observation, with the condition of the school or the method of his predecessor. The one has departed before the other arrives. He enters the school, a stranger to the children and parents; unacquainted with the relative propensity and aptitude, the disposition and habits of the different scholars; ignorant of the course of discipline and instruction pursued by former teachers, and with the prospect of retiring himself at the end of two or three months."

It would be easy to enumerate many other evils resulting from a frequent change of teachers.

The following may be regarded as among the peculiar advantages of the graded system: It greatly increases the ability to erect convenient and attractive buildings for the accommodation of the schools. At the same time it increases the ability to secure the services of well qualified instructors. "A judicious course of study can be introduced and adhered to, with far greater facility in a graded than in a mixed school. Text books are selected with more care and judgment and less frequently changed; and hence, the progress of the scholar is less retarded, and parents are subject to less expense. The facilities for procuring libraries and articles of apparatus, are also greatly increased.

By this gradation of schools, a few large classes are formed, and the teacher is allowed more time for their instruction. Great advantage is derived from the excitement, the exhilaration and the enthusiasm which always arise from a companionship in study. "Every one who has taught in a graded school, will acknowledge the stimulating effect which a large class exerts upon every member of it, not only when reciting, but also when studying, by reminding him constantly that many besides himself are engaged at the same time on the same lesson, and that he will soon be required to appear in their presence and be measered by as well as with them." The teacher has a fixed amount to accomplish. He has a less number of subjects to teach, and has more time to prepare for the different recitations.

In a mixed school composed of a large number of classes, pursuing as many different studies, the teacher has no time to study the condition and wants of his classes, but is driven by the multiplicity and urgency of his duties from class to class, until he necessarily produces in their minds the same confusion which he feels in his own, and his own mind is so quickly taken off from one exercise and directed to another, that there is not time for exciting any high degree of ardor or enthusiasm, and instead of kindling up a fire in other minds, it imparts a chill by its contact. In every point of veiw, the establishment of a graded school, with teachers adapted to each grade, is an object greatly to be desired.

COUNTY CONVENTIONS.

In the discharge of my official duty, and desiring to meet as far as possible town superintendents, teachers and the friends of education generally, for the purpose of conference, I called and attended Conventions, during the months of May, June and July, in the following counties:—Walworth, Rock, Green, Lafayette, Iowa, Grant, Crawford, La Crosse, Sauk, Columbia, Dodge, Jefferson and Waukesha. These Conventions usually continued in session two days, the time of which was devoted to lectures, discussions, the reading of Essays on important educational topics, and reports from Superintendents on the condition and progress of education within their several jurisdictions. With a few exceptions a lively interest was taken in the meetings, and without doubt considerable good was accomplished through their instrumentality. The evening lectures were generally largely attended by attentive audiences. Our best Conventions, I may be allowed to say, the most spirited and interesting, were those of Iowa, Dodge, Jefferson and Waukesha counties. We had good lectures—with a single exception—good Essays, good discussions, good audiences, and a good time generally.

In addition to the above labors I have attended two County Institutes, and participated in their exercises. Of addresses and lectures I have delivered forty-four, in different parts of the State, and for this purpose have travelled 2,334 miles.—Every where I have been kindly and warmly welcomed, and here express a grateful sense of obligation for the many attentions I have received in the hospitable homes of Wisconsin.

Should life and health be spared, the remaining counties will be visited by me during the coming year.

WISCONSIN JOURNAL OF EDUCATION.

It affords me sincere pleasure to be able to say, that this new claimant for public favor has proved itself an efficient co-worker in the educational field of labor, and worthy the patronage bestowed upon it by the State. Freighted with the richest instruction, adapted both to the fireside and the school room, it has paid its monthly visits to every district, and the home of every Town Superintendent. It must create a new interest wherever it is received and read.

Assurances are given that the succeeding volume will be an improvement on the past—that in all respects it shall be made quite equal to the best Educational Journals in the land. If prudent management, talent, energy, hard work and brain work can avail anything, this assurance, I am confident, will be fully met and made good.

The publication of the decisions of this Department will ere long be commenced in its columns. This will render it still more valuable to our school officers, and to

the inhabitants of school districts generally. Especially ought it to be in the hands of every teacher.

TEACHERS' WAGES.

Although the Reports show a steady increase in the amount of compensation paid teachers, yet that amount is still far too small, compared with the degree and kind of labor for which it is expended. Perhaps I ought rather to say that it is inadequate to procure the services of good and competent teachers, or is a poor, scanty pittance for the labors of those at all worthy the name of educators. The following table exhibits the average wages paid teachers, male and female, from the organization of our present system to the close of the current year:

Years.	Average amount paid Male Teachers.	Average amount paid Female Teachers.
1849	$15 22	$6 92
1850	17 14	8 97
1851	17 15	8 35
1852	15 83	8 64
1853	18 17	9 94
1854	18 75	11 00
1855	23 10	12 08
1856		

The highest average amount—comparing counties—was paid in Oconto county; the lowest in Marquette.

As a matter of some interest, and as showing the general appreciation of the value of the teacher's office. I subjoin an additional table, in which the average amount of wages paid in the several counties is set forth.

AVERAGE AMOUNT OF WAGES PAID TEACHERS IN THIS STATE,
From the year 1849 to 1855.

Names of Counties.	1849.		1850.		1851.		1852.		1853.		1854.		1855.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Brown,	$		15 26	11 48	15 22	12 67	19 91	15 00	20 52	15 66	23 64	11 10	19 97	13 74
Calumet,		6 00	13 67	7 00	17 08	6 08	12 16	8 23	14 50	14 50	15 83	7 57	17 00	7 87
Columbia,	11 75	5 39	13 99	6 92	15 39	7 34	15 79	8 56	16 92	9 33	18 75	9 37	20 57	11 28
Crawford,	12 50	12 50	11 58	10 56	15 16	16 50	17 00	8 00	15 00	10 50	15 00	13 05	20 50	11 02
Dane,	13 41	6 23	14 21	6 98	15 11	7 35	13 46	7 45	14 51	7 83	15 94	9 24	21 13	10 72
Dodge,	13 23	5 85	14 12	6 46	15 10	7 23			16 37	7 63	16 70	8 39	19 11	9 85
Fond du Lac,	12 16	5 78	14 66	6 68	14 77	7 93	13 52	7 50	14 23	8 75	17 28	8 86	21 40	10 40
Grant,	19 49	11 44	20 29	10 69	20 79	11 90	22 74	10 92	21 78	12 16	22 65	12 23	24 85	14 14
Green,	14 17	6 40	14 69	7 13	15 62	7 56	15 30	7 17	16 11	8 10	18 04	9 21	20 57	11 74
Iowa,			21 84	11 44	21 59	11 82	18 45	9 28	21 42	12 04	20 66	13 45	22 53	14 26
Jefferson,	14 12	5 66	15 17	6 96	16 63	7 68	16 41	7 63	17 48	9 26	18 93	9 23	20 95	11 46
La Fayette,	16 00	7 86	19 70	10 21	28 87	11 32	18 72	11 79	21 45	10 85	21 87	12 28	25 47	13 77
Manitowoc,	23 50	8 00	22 00	11 50	22 00	11 50	19 67	13 12	20 58	12 38	22 25	14 07	25 23	15 01
Marquette,		4 75	13 14	6 65	15 00	7 00	13 90	6 63	16 76	7 53	17 72	7 64	17 89	8 95
Milwaukee,	15 89	9 43	17 04	9 90	18 80	11 12	17 45	9 40	17 20	11 62	23 57	15 93	23 36	13 77
Portage,			40 00	14 00			18 33	6 00	33 33	6 00	26 25	12 62	29 00	11 75
Racine,	15 94	7 28	16 28	8 17	17 87	9 03	16 49	8 50	18 15	9 81	24 25	12 49	26 65	13 92
Rock,	14 05	6 72	15 15	6 84	15 62	7 59	16 25	8 01	17 37	8 45	19 77	9 91	21 95	11 25
St. Croix,				16 00			6 20				45 00	11 63	40 00	13 83
Sauk,	19 05	4 50	14 63	8 05	20 00	8 00	13 74	7 07	17 52	8 91	18 60	8 15	19 02	9 48
Sheboygan,	18 38	6 52	17 91	7 29	11 76	7 74	16 11	9 05	16 87	9 28	17 41	11 13	21 13	12 51
Walworth,	14 83	6 48	16 59	7 50	16 68	7 83	18 99	7 82	17 81	8 98	22 11	9 59	23 98	10 28
Washington,	11 90	6 14	15 04	8 07	14 80	7 01	15 09	8 51	15 28	8 66	17 02	10 14	19 24	11 77
Waukesha,	12 72	6 67	14 73	7 66	16 53	7 28	15 50	7 83	18 99	8 93	18 44	10 00	21 28	11 23
Winnebago,	16 00	5 76	15 37	7 49	15 32	9 52	13 88	7 73	17 93	9 65	18 07	9 69	21 23	11 65
Kenosha,			21 55	8 88	19 36	9 68	17 27	9 27	22 90	9 87	24 81	11 47	26 65	16 05
Richland,				13 00	17 25	10 50	20 00	10 00	18 42	9 94	20 20	7 41	24 16	9 55
Bad Ax,					15 00	10 00	22 00	12 00	17 12	8 86	20 58	10 20	18 66	10 96
Ontagamie,					15 81	8 85	11 93	9 92	15 00		19 81	10 94	21 85	12 78
Waupacca,						6 00	15 66	4 33	13 25	7 75	15 73	7 83	19 20	10 25
La Crosse,							14 03	9 33	18 25	9 75	16 00	8 73	26 33	13 49
Waushara,							3 00	5 33		6 50	15 48	8 20	18 04	8 52
Adams,										5 75	15 50	6 07	21 50	8 65
Marathon,									15 00	10 00	24 50	22 50	25 00	8 00
Oconto,									30 00	16 00	35 00	14 50	34 50	18 00
Ozaukee,									16 61	9 86	17 80	11 52	20 15	14 06
Polk,										8 00				
Pierce,										18 00	35 00		34 17	20 00
Chippewa,											20 00			16 33
Jackson,											34 00	20 00	25 30	10 00
Monroe,												7 25	19 00	8 80
Trempeleau,												16 00	25 00	15 00
Buffalo,														12 00

We learn from this exhibit of the average amount of wages paid teachers, that the man who saws our wood, or takes care of our horses and cattle; and the female who presides in the kitchen or the dairy-rooom, are better paid as a general thing, receive more per month, than those we employ in the work of educating our children and training them for respectability and usefulness. Now we may complain of the scarcity of good teachers till dooms-day, and they will never be other than scarce so long as we offer no better inducements for preparation, and no more adequate reward for ability and experience. "Poor pay, poor preach," applies in this matter. The supply, whether of a prime or of an inferior article, is generally equal to the demand. If the demand, in dollars and cents, be for poorly qualified and incompetent teachers, there will be found a very abundant supply—nay, the market will be glutted. On the contrary, if by the offer of liberal salaries and permanent employment the demand be for educated teachers—for talent, industry, energy and devotion—the demand will be met, perhaps, by those very persons who are now unfit for the duties of the school-room.

MUSIC IN SCHOOLS.

There is something in genuine music—I mean that of the feelings and affections—that enchains the attention, that touches the delicate springs of the soul, and leaves a charming power to linger around the heart, long, long after the tones have died away. Thus, when almost everything else is forgotten, that earliest remembered song of a mother, breathed in soft and tender tones, is with us still, and we seem to hear it in the hush of the calm night though the lips which uttered it have long since been mute and tuneless in the deep silence of the grave. Even when deeply defiled by sin, and we wander an outcast in the earth, a simple strain of music will awaken some old memory, as if it gushed from a mother's door, and sweep our thoughts away back, we can scarce remember when, and make us feel better men.

Music has a divine, a wonderful moral power. There are but few hard and obdurate hearts which it cannot soften and subdue—few souls so insensible that it cannot unlock the sources of their better feelings. There was formerly at Sing Sing, N. Y., a lady, who, from as pure motives as ever lodged in a human bosom, discharged the duties of matron in the female prison; I allude to Mrs. Farnham. On one Thanksgiving-day she collected the convicts in her parlor, and sang to them, accompanying her voice with the music of the piano. As the rich melody fell upon their ears, and its melting power penetrated their hearts, those abandoned, wretched creatures wept like children. Leprous though they might have been with crime, they were yet human; and those songs, perhaps the same that a mother sang to them in their childhood, brought up remembrances of early and innocent days, and subdued them unto tears.

A power so elevating, refining and subduing, ought ever to be employed in the school-room, as an important agent in the development and discipline of all that is noble and good in the souls of children. Every school should have its hymns and songs, in which all may join. The exercises of every day should be interspersed with singing. How this would add to the cheerfulness of the school room—allay irritated feeling—and relieve from the weariness of study! A teacher who has music in his soul, and puts music into the souls and voices of his pupils, will have little or no difficulty, as a general thing, in managing and governing his school. If

there be discord and strife, the clear, sweet tones of song will restore harmony and peace.

I greatly desire to see more attention paid to music in our common schools. It ought to occupy a prominent place among the branches of a primary education.

ADDITIONAL BRANCHES OF STUDY—LONGER TERMS, &c., &c.,

I said in my last Report that we need, for an increase of interest and substantial profit in our public schools, an addition of studies to those usually pursued. In other words, we need for the attainment of the highest object of the District School, that the course of instruction therein should be more thoroughly practical in its character—fitting those who go out from such, so far as may be, for the callings and employments of active life. To this end I would be pleased to see added to the list of studies which the law specifies as essential to be taught in our common schools—that of Natural History, embracing at least the elements of Botany, Chemistry, Zoology and Geology. Agriculture might with great propriety be added to this list.

A knowledge of the natural sciences, to no inconsiderable extent, may be imparted even to the youngest pupils in our schools, by means of familiar lectures, with specimens and experiments for their illustration. Such knowledge would be important to them through life, and ever a source of pleasure and profit. "I am thoroughly convinced," says Dr. Hoy, a distinguished naturalist, "that natural history should be studied in every school, and taught even to the young. Children learn to perceive differences in form, texture and color with remarkable facility, and even to classify, bringing into action their faculties of observation, comparison and classification, operations of the mind of the first importance. They should be taught how to collect and preserve minerals, plants, shells, insects, fishes, reptiles, birds and mammals; and encouraged to deposit them in the school room. By this means each good school would soon have a collection of the *flora* and *fauna* of the neighborhood; then, by mutual exchange, each school would accumulate a valuable cabinet."

I will add here, that studies ought to be pursued in our schools embracing the obligations and privileges of citizenship. Hundreds and thousands there are who go out from our common schools, to take part in the management of our political institutions—to wield a portion of the sovereign power of this Union—with no other preparation for the enjoyment of Republican rights and the discharge of Republican duties, than those schools furnish them. Is it not of the highest importance, therefore, that in those schools should be imparted a knowledge of political economy—a knowledge of the Constitution and laws of the State and of the United States?" "To be ushered into life without this knowledge, is to embark on the ocean ignorant of navigation, and at the risk every moment of making shipwreck."

Nor must the study of Anatomy and Physiology be overlooked. This, too, should have its place on the list of studies required to be pursued in our common schools. The importance of these Sciences cannot be well over estimated. Could our children be taught to know something of the laws and principles which govern their physical nature, and by which it should be regulated, it would be of incalculable service to them.

Morals, too, should be made a study in our schools. We need something more there than the mere training of the understanding—the heart must be made better. As a class book on this subject, I would recommend Cowdery's Moral Instruction, which is full of the choicest instruction for the youthful heart.

I said that morals should be *made* a study in our schools—a study required by law. Too much attention cannot be paid to the development of the moral nature. Better that less care be bestowed upon the intellect, than that the moral sentiments and the affections should slumber or be debased. There are needed more *good* men—the State wants more, and the world wants more. Let, then, our public schools, of every grade, be nurseries of goodness as well as of learning. Let Moral Science have its place in them, as well as Arithmetic or Grammar.

By requiring these additional branches of study to be taught in the common schools, we materially aid in raising the standards of qualification of teachers. They will be compelled to set about the work of superior preparation, if they would find employment. A knowledge of a few elementary branches will no longer avail to place them at the head of a common school. Superior attainments are demanded, and along with these we have a better disciplined mind, and other essential qualifications in a good and successful teacher. It is to be expected that teachers, in numerous cases, will conform to the standard of requirement adopted by the State—it ought not to be expected, surely, that they will rise above it. And is not our standard quite too low when we say, that if an individual sustain himself in an examination embracing his knowledge of Reading, Arithmetic, Geography and Grammar, he shall be entitled to a Certificate, so far as learning is concerned, endorsing him as qualified to teach a common school? And yet this is what we say—this is the standard we have adopted. I leave the subject to be disposed of by the Legislature as its assembled wisdom shall deem best for the promotion of the interests of right education.

Another subject seems to demand intervention on the part of the law-making power,—that of requiring districts to maintain only a three month's school during the year, to entitle them to their proportion, severally, of the public monies. Taking the advantage of this requirement, many districts will have a school for only three months in the year—just long enough to meet the demand of the law, and secure the funds for the payment of a qualified teacher. And yet do they receive as much, perhaps more, aid from the State, as districts that subject themselves, in addition, to a heavy tax for the maintainance of a school six and ten months in the year. This would seem to be wrong—unequal it certainly is. Let the legal requirement make a six month's school necessary to the apportionment of public money to districts, and this inequality will be obviated. Those whom the State helps, will at the same time be compelled to help themselves, even though a sense of duty should not prompt them to put shoulder to the wheel.

Still another change in our school laws, or modification to our school system, do I regard important to be made. It is with respect of the provision for the assessment and collection of district taxes. The complaint is very general that the system established by it, is inconvenient, perplexing, and in every way works badly. The former system, I cannot but believe, would be greatly preferred by the mass of our people.

In this connection I would suggest that districts be allowed, in certain cases,—as when a school house has been burned, or an insufficient tax has been voted at an annual meeting,—to call a special meeting for the purpose of voting a tax, and that they be authorized, by their proper officers, to assess and collect the same.

I would also ask for the enactment of a provision of law, in substance like this: That the City Superintendents of schools, in all cities of the State where local systems have been established, shall be subject to such general rules and regulations as the State Superintendent of Public Instruction may prescribe—that appeals from their acts and decisions may be made in the manner, and with like effect, as in cases now provided by law—that they shall make annually, to the State Superintendent, at such times as shall be appointed by him, a report in writing, containing the whole number of schools within their several jurisdictions, to a certified copy of the reports of their Boards of Education to the Common Councils of their respective cities, with such additional information as the State Superintendent may require.

I give as a reason for this request—that the office of City Superintendents, equally with that of Town Superintendents, should be placed within and made subject to the jurisdiction of this Department. No doubt it is so without special provision of law. It is well, however, that its duties, as above, should be clearly defined. Then, when information respecting the condition of schools and the progress of education within its jurisdiction is repeatedly asked for, it may possibly be obtained.

CONDITION OF THE SCHOOL FUND, ETC.

The monthly Reports of Commissioners of School and University Lands, which are submitted in the Appendix, together with an Abstract thereof, will show what is the condition of the School Fund, and also the transactions of the School Land Office. Tabular statements likewise will be found in the Appendix with reference to the condition of the Common Schools—the expenditures of the School moneys, &c.. together with the Apportionment of the income of the School Fund for the present year.

CONCLUSION.

I bring this report to a close by again commending our Common Schools to the fostering care of the State. While legislative aid is employed in promoting other and important interests,—while improvement is enccuraged in the departments of Agriculture, Mining and Commerce by affording ampler facilities, and bestowing liberal and wise grants—let not the great interest of Popular Education be overlooked and passed by without its just share of attention. Other interests may be neglected with less of hazard to the highest good of the State. The nearly two hundred thousand children and youth now within its borders, are to decide the character of its future—whether, by our neglect, growing up ignorant and vicious, they shall curse it with barrenness and desolation, or by our thoughtful and provident care they shall bless it with unfading greenness and beauty. "Travellers inform us that in some of the vast deserts of the Eastern Continent, the course of the wayfarers across the trackless waste, is marked by the bleaching bones of mighty Caravans that had perished on their way, in traversing the desolate expanse. Spread out upon the arid sands, or heaped in mounds, these relics of the dead give

warning of the dangers by which they had been overwhelmed. The pilgrim troop, or merchant company, as they pass along, and behold these eloquent memorials of others' fate, are admonished to press on with vigor, that they may reach the place of safety. Even thus, along the track of time, for thousands of years, do historic memorials,—like vast monumental piles, upon the right hand and upon the left,—make known to us the causes of the decline and fall of ancient and of modern republics. They fell through the ignorance and debasement of the people that composed them." May we lay the lesson to heart, and be wise. Two hundred thousand children are soon to be invested with a portion of the sovereign power of this republican State, and to mould the characters and decide the destinies of the generation that shall come after them. How shall they wield this power, and what sball be the character and results of their influence? This shall depend upon what they are—upon what we make them. Righteously or unrighteously shall they exercise this power—transmit light or darkness they must. If trained to be intelligent and virtuous they shall fill the State with prosperity and gladness, and conduct the next generation to all that is wise and good; while if deprived of present means and opportunities for obtaining a right education, and their intellectual and moral culture be neglected, they shall stay, if not turn back, the current of progress, and bequeath to their children an inheritance of shame. Much has been done on the behalf of education—the time has come when we must do more. "Now is the accepted time, and now is the day of salvation."

A. CONSTANTINE BARRY.

DEPARTMENT OF PUBLIC INSTRUCTION,
Madison, Dec. 31, 1856.

COMMUNICATIONS

FROM

TOWN AND CITY SUPERINTENDENTS.

COMMUNICATIONS ON THE CONDITION OF SCHOOLS AND THE PROGRESS OF EDUCATION.

WAUKESHA.

In compliance with your request, I undertake to acquaint you with the present condition of Education in the town of Waukesha, Waukesha Co.

The excellent Common School System, of which you are the guardian in this State, is gaining many friends in all quarters, especially with property-holders, who have heretofore regarded it as the cause of a hateful tax upon them for the support of something of no possible benefit to them. Overlooking the fact, that the morals of a town, and the condition of society in a community, affected the value of homes in that community, they have, in times past, grudgingly lifted their hands in support of schools for the people. But as they have seen commodious buildings erected, and schools conducted in them snitable for all classes, brought about by the trifling tax paid by each individual, and as they have seen their property increase in value, because in the vicinity of these schools; they have not only cheerfully contributed, but have raised their voices in support of them. It is necessary now that the friends of the Common School cause be more watchful—that they labor more zealously to increase the efficiency of the system, to raise the standard of qualification of teachers, and to add largely to the inducements for competent men to enter permanently the profession.

There are ten schools in this town—in nine of them male teachers are employed during the winter, and all but two are accommodated with good houses. I will not mention these exceptions, as new buildings are to be erected in the Spring. All these schools are now in successful operation.

Previous to their commencement, I visited the several districts in which they are located, and found the Clerks prepared to pay salaries 30 per cent. above those of any previous year, and demanding teachers whose qualifications were one hundred per cent. better. This exhibits the right spirit, and the consequence will be that we shall have *honorable* schools, which will meet with the hearty support of all the people in the town.

Besides these schools, the citizens of Waukesha village have, since the last report of the State Superintendent, erected a spacious stone building at a cost of seven thousand dollars; in which there is organized a Graded School consisting of three departments,—the highest completing the steps to the College. This elegant school edifice is appropriately furnished and decorated, the principal room being carpeted.

As an evidence of the habits of the scholars I will state, that, though the building has been in use nine months, there is not yet a pencil mark, cut or stain upon the

same within or without. The outhouses are as neatly kept as any of the rooms—which, I am sorry to say, is not always the case.

This school was organized Nov. 5th., 1855, in the basement of the Presbyterian Church, and numbered only eighty scholars. The average attendance this present term will exceed three hundred and twenty-five—showing that the school is abundantly patronized.

This addition to the schools of Waukesha has greatly assisted the Common School cause in this vicinity. Indeed, people seem confirmed in the opinion that the Graded School can and ought to take the place of the Academy, and Preparatory Department of the College.

A. A. GRIFFITH, Town Superintendent.

CHRISTIANA.

As I was appointed to the office of Town Superintendent but a few weeks since, I cannot reply to your circular as explicitly as would be desirable, but will state so far as I am informed. Among parents and the people in general, with some noble exceptions, there seems to be but little interest taken in the condition and progress of our educational matters. Many do not attend the meetings of their respective districts, while scarcely a parent or a school officer visits a school from the commencement of a term to its close.

Of five teachers whose schools I have visited, four I considered well qualified—the fifth failing principally in discipline. Teachers oftener fail of success from this cause, than from a lack of other qualification.

The greatest obsticle in the way of educational prosperity in this town at present, is the almost numberless variety of text-books. When this difficulty is corrected, and parents and school officers exercise a more thorough supervision over our schools, then efficiency will be greatly enhanced.

I think, to place the school districts in this town on an equality with respect of educational facilities, a modification of the method of distributing the public funds is necessary, so as to allow none to draw public money, save those who attend school. To illustrate the inequality of the present system: District No. 2 in this town contains 120 children, but reports only 54 as having attended school during the year; and to pay for instructing these 54 children the district draws $121 public money. In district No. 3, there are 63 children, all of whom have attended school, and the district draws $73 51. Consequently, to pay a teacher the same wages for instructing these 63 the same length of time as in No. 2, they are compelled to raise a tax of $27 49. I would recommend distributing public money according to the average number of children who shall have attended school during the year.

WM. B. WEST, Town Superintendent.

JANESVILLE.

The best evidence of the interest felt by parents and patrons of schools, is the character and progress of those schools, and the regularity with which they are kept up. In these respects, so far as *I* am able to Judge, the schools of this town will compare favorably with district schools generally throughout Rock county. It is true, there are some in all the districts who manifest little or no interest in the cause of educaton, but as a general thing there are enough live ones to keep the ball in motion. One district, however, seems to be an exception to the general rule. It appears to be wanting in enterprizing men; so much so, at least, that they only keep up a school three months during the year—just enough to secure their proportion of the public money. The size of their school house is exactly, 14 by 16 feet, valued at fifty dollars, six-fold less than any other school house in the town. The other districts have good substantial houses, mostly of brick. Many things which would have added greatly to the health, pleasure and convenience of scholars, have doubtless been overlooked in the construction of their buildings; but for the most part they are commodious, comfortable, and pleasantly situated.

The standard of qualification of teachers in this town, is probably as high as

in most others. Indeed, the people are becoming very careful in selecting their teachers, and are willing to pay wages that will secure good ones; but occasionally those are engaged who would better grace some other calling.

The branches taught in our schools embrace all those required by law to be taught, with the addition of an occasional class in Algebra, Natural Philosophy and Analysis. In one school Geometry has been commenced, and Physiology has been studied in one or two schools during the past summer, but never before to my knowledge.

And here, sir, allow me to express an opinion with regard to the study of Physiology in our common schools.

I see among all classes of society, many and great evils, directly or indirectly the result of ignorance respecting this most important branch of education. Parents know nothing, comparatively, of the science; teachers do not understand it, or, to say the least, not one-fifth part of our district school teachers understand it, and of course our children are not instructed in it. School houses are almost universally constructed with no reference whatever to the health of scholars; cheapness and durability being the main objects had in view, little is ever thought of ventilation, neatness, comfort and convenience. Children are allowed to contract habits which follow them while they live—habits which in countless instances hurry them into premature graves—shortening and embittering lives that might otherwise have been long, useful and happy.

But, sir, I need not enumerate the evils that are consequent upon the want of knowledge with regard to the laws of life and health. Your greater experience has undoubtedly led you to observe much more narrowly those evils than it is possible for me to do. I wish merely to suggest the propriety of adding Physiology and Hygiene to the list of studies already required to be taught in the common school, thereby compelling teachers to qualify themselves in this branch of learning.

I see no more difficulty in teaching the science of Physiology to the smallest scholars, even, than in teaching Geography or Arithmetic. Were teachers *required* to understand it, they would not fail, I think, to impart something of their knowledge of the subject to their pupils, though without text-books. An interest in the science would then be aroused—parents would eventually see its great importance—and Physiology would become one of the most pleasing and interesting, as well as the most useful studies pursued in school. It will not do to say that it belongs to High Schools, Seminaries and Academies, because but few comparatively, have the privilege of attending such schools; while all, both poor and rich, low and lofty, are equally subject to those fixed and immutable laws of nature, upon the observance of which life and health must depend. But enough, sir, of this subject. I have trespassed too much already upon your patience; and my only apology is, that I feel warmly interested in the matter, and shall labor to interest others.

In regard to text-books I cannot say that we have a uniformity. During the past summer a change was effected in most of the schools, and I think will be made in the remainder the coming winter. The books adopted are those recommended by the Department of Public Instruction.

I have endeavored to induce people to *try* the recommended series, and where they have done so the books have given good satisfaction. A fresh impetus has been given to the schools by the means, and none, I am confident, can fail to notice its effect. I regard the uniformity movement as an effort in the right direction, and one that must receive the sanction of all who really have in view the good of schools.

A. O. WARNER, Town Superintendent.

SUMMIT.

To your circular of July 1st, I reply: The interest manifested in the schools of this town by parents is very small; very few ever visiting them, or putting forth any direct efforts towards improving them. Most of our districts are liberal in voting taxes, and I think are disposed to raise sufficient to sustain good schools. But

as a general thing our teachers have not been as well qualified as they should have been. What, as it seems to me, is especially needed, in order to render our schools "more efficient and useful" is, teachers better qualified both in education and in the art of teaching. And in order to this there ought, in my opinion, to be some provision made by which some part of the School Fund income shall be appropriated to this special object. A great deal of our school money is thrown away, and sometimes *worse than thrown away*, on poor teachers.

There ought something to be done to make the attendance of children more uniform and regular. Here is an immense waste. Parents should be made to see and feel it. Superintendents and teachers can and ought to do much in this matter.

There is no uniformity of text books in our town, though McGuffey's Readers and Ray's Arithmetics are generally used. I suppose an effort will be made this fall and winter to introduce different books.

I think, that, by all means, there should be some change in the Library Regulations. I find that it is utterly impossible for districts to comply with them.

E. J. MONTAGUE, Town Superintendent.

LINDINA.

The interest felt in the subject of schools, though increasing, is far from what it should be. The *Journal of Education* is having a good influence in this direction.

The village of Marston, our most important point, is truly waking up to the importance of the great interest—EDUCATION. Heretofore they have been very unwisely divided into two districts, and have supported two schools. We have recently effected a consolidation, and are determined upon having a good school—one which, we hope, will be an honor to the place and a blessing to posterity.

One grand obstacle in the way of educational prosperity is the multiplicity of text books, which I will notice under another head.

Another obstacle is the newness of the country, the sparseness of the population, the want of school houses, black-boards, maps, libraries, &c.

I have long thought that certain changes ought to be made with respect to the office of Town Superintendent, and am glad of this opportunity to express my views in relation thereto. I think the office is faulty—not in itself, but in its recompense and its relations. Few men well qualified to discharge the duties of this office, are willing to accept its trusts and responsibilities, at the price now paid; and the consequence is, our best men, in many instances will not consent to serve in the capacity of Town Superintendent. And when such men do consent, the temptation to neglect duty is well nigh overpowering.

Again, as we have intimated, the office suffers by reason of its relations to the strifes of political parties, which frequently absorb the question of fitness altogether, and men are elected who are wholly unqualified. So that, instead of a vigorous soul to our Common School System, which should be embodied in the Town Superintendent, we have merely a nominal officer to distribute the School Fund and grant certificates to Teachers.

In view of the foregoing facts, I contend that provision should be made for the liberal remuneration of talent adapted to the work of township supervision; and that the employment of this talent should be left to an appointing power,—say the town Board of Supervisors.

We are as far from having a uniformity of text Books as we well can be. Families removing here from all parts of the country, bring their old books along with them, and insist upon using them, either because too poor or too penurious to buy others; and we have delayed urging any change until we could introduce the books recommended by the Department of Public Instruction. So we have almost every kind published in the United States in the same school. If uniformity could be introduced, it could not fail to prove a great blessing, especially in our new country.

H. V. TRAIN, Town Superintendent.

CITY OF BELOIT.

By the provisions of our City Charter, adopted last April, the schools of the city and town were entirely separated, so that now I have the superintendence only of those within the city limits. These are two in number, one upon each side of the river upon which the city is situated. Herewith I present some statistics printed from my annual report dated September 15th, which will show something of the condition of the schools during the past year.

School Statistics, Sept. 15th, 1856.—From the annual report of James W. Strong, City Superintendent of Schools, we are permitted to extract the following statistical items, which may be of interest to our readers:—

Number of children over four and under twenty years of age, who have attended the public schools in the city during the year ending August 31st, 1856—

In district No. 1, (East of River,)	538
" " " 2, (West of River,)	316
Total,	854

Number of children over four and under twenty years of age residing in the city—

	Males.	Females.	Total.
In district No. 1,	339	388	727
" " " 2,	314	269	583
	653	657	1310

Amount of money raised in the said districts—

	Dist. No. 1.	Dist. No. 2.	Total.
For teachers' wages,	$800 00	$766 00	$1,566 00
For building house,	———	4,350 00	4,350 00
For fuel,	150 00	———	150 00
For other purposes,	1,393 11	500 00	1,893 00
	$2,343 11	$5,616 00	$7,959 11

Amount of money expended—

For teachers' wages,	$2,123 34	$898 16	$3,021 50
For building school house,	958 44	4,350 00	5,308 44
For fuel,	143 00	53 50	196 50
For other purposes,	531 78	165 47	697 25
	$3,756 56	$5,467 13	$9,223 60

Amount of public money, (i. e., money from the State Fund and Town School Tax,) received and apportioned at $0.967 per scholar—

To district No. 1,	$598 55
To district No. 2,	499 91
Total,	$1,098 46
Average number of months schools have been taught,	9 7-10

Average amount of wages paid per month—

To male teachers,	$65 00
To female teachers,	25 46

One reason why there are so many children reported as not attending the public schools, is that there have been several private schools in session during most of the year, besides the Female Seminary, and Preparatory and Normal Department of Beloit College, which have been considerably patronized. Another reason is, that in district No. 2, there has been no public school since last spring, owing to the erection of a new school building, which is to be completed in a few days.—The new house is modeled nearly after the "Racine High School Building" and costs about twelve thousand dollars—six teachers are to be employed, and the school is to commence early next week, when, it is hoped amends will be made as far as possible for the great loss the children of the district have suffered during the past few months.

In district No. 1, the school is in successful operation with its six teachers. The prospective prosperity of both schools is highly gratifying. One of the darkest signs, however, is the want of interest so strikingly apparent in parents and those who ought to be heartily engaged in the cause of education. I think there has been some improvement in this respect within a year, and I have been expecting as one of the results of holding the late State Teachers Association in this place, an increased interest on the part of our citizens in all that pertains to our schools. Were I to compare the citizens of Beloit with those of many other places in the State, perhaps I should not make this accusation, as very many here are deeply interested in in schools, and this is pre-eminently an educational community, but judging from the number of visits made to the public schools, and keeping in mind the importance of their co-operation, I can but feel that they come far short of reaching the standard of educational enthusiasm which ought to be attained in every community.

The standard of teachers' qualifications is high. The wish is often expressed that every Principal of our Union Schools, should be capable of filling a Professorship in our college; and corresponding qualifications are desired in the assistant teachers.

Besides the ordinary common school branches. there are taught Algebra, Geometry, Philosophy, Physiology, Latin, Greek and Vocal Music.

There is not a uniformity of text-books, and the disadvantages arising from this are especially felt here in the city, where there is so much more moving from one district to another, than in the country, and consequently so many obliged to purchase new books, although supplied already with one series. For the past year the text books have been as follows:

DISTRICT NO. 1.	DISTRICT NO. 2.
READERS AND SPELLERS:—McGuffey's.	Sanders' (New).
ARITHMETICS:—Colburn's Mental, Thompson's Series.	Childs' and Colburn's Mental, Thompson's Practical & Higher, and Ray's Third Part.
GEOGRAPHIES:—Monteith's and McNally's:	Monteith's 1st and 2d parts, and Smith's Quarto.
GRAMMARS:—(Eng,)Green's,	Weld's.
(Latin) Andrew & Stoddard's	Andrew & Stoddard's.
	(Greek) Bullion's.
PHILOSOPHY:—Parker's.	
ALGEBRA:—Davies'.	Ray's.
GEOMETRY:—Davies'.	Loomis'.

Disirict No. 2 has just adopted for the term about to commence, McGuffey's Series of Readers, Ray's Series of Arithmetics, Cornell's Geographies, and Pinneo's Grammars.

"What is needed to render the Schools more efficient and useful?"

I answer:—A complete transformation of the School System,—at least as far as our city is concerned—the organization of a "Board of Education," and the adoption of a series of local laws and regulations, which will be adapted to the wants of a community like ours. I am contemplating the preparation of a series of School Laws for the city, which may be proposed to the next Legislature for adoption—in the form of amendments to the City Charter. Perhaps, however, a single amendment, giving to the City Council control of the Schools, leaving all local legislation to a Board of Education elected by them, would be sufficient.

I believe that modifications might be made in the general school laws which would render the necessity of special legislation less frequent than at present, but I cannot now enter into the discussion of such modifications. I will simply mention two or three changes which in my opinion would be beneficial.

Our School District Boards should be made more *permanent* in character—each member having his term of office lengthened, and the time of its expiration so arranged that the Board will not be changed at any one election. Too often officers neglect to perform their duties, just before an annual meeting, from fear that the new Board may not endorse their action.

The powers and duties of Town Superintendents should be, I believe, either increased and more definitely defined, or else taken away entirely. So far as regards the *Schools*, this is but little more than a *nominal* office. The Superintendent's legal power is almost wholly confined, (practically) to the granting of certificates, and the distribution of the public money. The power of advising is given to him indeed, just as it is to others, but his advice is not legally binding, any more than that of any one else. Even with regard to certificates, his power is very limited; for if the Principal of a school is a legally "qualified" teacher,—his assistants may or may not be, as they choose, and the Superintendent has no power to make it otherwise,—*provided*, the Board is willing to engage them, for the legal requisition that the school be taught by a "qualified" teacher, is met, and the public money cannot be withheld. He has no power whatever to secure a *uniformity of text-books*, although this is especially desirable in a city or large village,—so that whether *one* particular series or another shall be adopted, depends very much upon the persuasive powers of the different book-agents, and upon how much the district Boards, who as a general thing do not even *pretend* to understand the comparative merits of the various series presented, are governed by price and typographical appearance.

I am decidedly in favor of the appointment of County or District Superintendents; as this, I believe, would do more to increase the efficiency of our present school system, than almost anything else.

A multiplicity of duties forbids my lengthening this report by mentioning other changes in our school laws. Doubtless many suggestions have been made by others, which with your own knowledge of our educational wants will enable you to propose those changes in our school system, that will promote the interests of education; and these are generally desired.

JAMES W. STRONG, City Superintendent.

WATERTOWN.

Previous to April last our schools had been under the district system. Since that time we have been organizing under a special Union School Law, passed last winter, for this city. The organization of our schools under this system is of course not yet complete; but we are progressing, and are confident of ultimate success in raising the standard of instruction in this city. Owing to the want of suitable buildings our progress is slow and we are unable to give that completeness to our system that is desirable. Yet we think the cause of education in our midst is advancing. Our schools have largely increased in numbers and efficiency.

The interest in the minds of parents is on the increase, as is manifest from the support of public opinion given to nearly every measure adopted by our Board of Education for the benefit of the schools; also, by the frequent inquiries as to the condition of the schools, by the desire to have good schools frequently expressed by many citizens, and by the fault that is found if things do not go well in the schools, whereas formerly it was all the same whether they were good or bad. Many scholars are also taken from the private and put into the public schools, and already two private schools have been given up in consequence of the increased utility of the the public schools.

The standard for qualification of teachers is, for our female teachers, a thorough knowledge of Orthography, Reading, Grammar, Arithmetic, a good general knowledge of Geography, physical, political and mathematical, and a thorongh knowledge of the geography of our country: for our principal teacher, capability to teach any of the branches necessary to fit a young man for college.

The branches at present taught in our public schools are, Orthography, Reading, Grammar, Geography, Arithmetic, Algebra, Philosophy and Latin. We are introducing other branches as occasion requires.

Our chief obstacle to educational prosperity, at present, is the want of appropriate buildings and sufficient room to accomodate the schools, which are crowded to overflowing, and many children are turned away for want of room. Another obsta-

cle has been the difficulty of procuring *thoroughly* qualified teachers; but this has been to some extent overcome by the advance of wages about 50 per cent., upon previous rates in this place and the importation of some excellent teachers.

We have experienced some trouble from the intrusion of boys and others upon the school grounds, for the purposes of play or disturbance of the school by noise outside the buildings; we are remedying this, however, by city ordinances, but some general law might be beneficial.

We have a uniformity of text books, for the most part. The books mostly used are:—

Sanders' Speller, Analyzer and Definer.
" Pictorial Primmer.
" Series of Keaders.
" Elocutionary Chart.
Thompsons Series of Arithmetics.
Cornell's Geography.
No uniformity on Grammar. We use Ricord's, Clark's and Pinneo's.
Parker's Philosophy.
Brookfield's Composition.
Davies' Algebra.
Coe's Drawing Cards.
Cutters' Physiology.

All of which is respectfully submitted.

C. B. SKINNER, City Superintendent.

APPENDIX.

THE CHARACTER AND QUALIFICATIONS OF TEACHERS.

The following extract from a Report of the School Committee of Westborough, Mass., embodies so much practical good sense that we give it a place here, and hope it will be read and remembered:

"A teacher should understand something of the minds and characters of children. Mental philosophy, it is true, is not a distinct branch to be taught in the schools, but it is the basis of all judicious and successful teaching in all the branches. It is a matter of fact that many teachers instruct as if the minds of their pupils, especially the younger portion of them, were made of the single faculty of memory. The words of a rule in Arithmetic are to be committed to memory; while the judgment and reason, which should discern its meaning and relations, is left to sleep. And when the task is completed, it is parroted over to the teacher. They have no skill in awaking and calling into action the reasoning powers, or the better moral feelings of their pupils. They know too little of the human mind to lead it to apprehend the principles of the various branches of study; and, consequently, when difficulties occur to the pupils, their only resource is to lift him over them. They help the pupil through, or over, an example under a given rule, leaving the principle which that rule involves, unexplained, and the difficulties, of course, unremoved. One would almost imagine they were aiming to do, with their pupils, as the angel did with Habbakkuk, when he took him by the hair of his head, and transported him, in an instant, from Judea to Babylon. But, when the astonished pupil is thus transported, though it be from Addition to Cube Root, or from Etymology to the last line of the immortal 'Essay on Man,' he knows little of the process, by which he might reach these points again, without some angel's help. A little knowledge of the human mind, as well as of the science taught, on the part of the teacher, would lead to a very different and more happy result.

"A little knowledge of human nature is essential to the education of the morals, and to the deportment of the pupils. For the want of it, many a child has had his spirit chafed, his temper soured, and injury done to his disposition, which no knowledge acquired could compensate or atone for. It is one thing to govern a scholar, and quite another thing to lead that scholar to govern himself. It is one thing to subdue a child to right action by the rule, and another thing, by a little address, to lead him to choose that right action. The former educates his bad passions, making him impatient and malicious; the latter educates his better feelings in all that is lovely and of good report. The latter alone is education, in its only appropriate sense.

"A teacher should possess also *a high tone of moral sensibility.* Your Committee cannot so well express their meaning by any other phrase as this. They do not mean that he to whom you commit the education of your child should not be profane, or intemperate, or licentious. It is not enough that he be reputed moral, and be moral in his general deportment. He should be a person of spotless mind, with a tone of moral sensibility which would blush at the thought of an impure or indelicate allusion. A single expression, which savors of indelicacy, from the lips of one entrusted with this high charge, may sap the foundation of all those principles of morality and virtue, which, with fondest anxiety, you have nurtured as the ornament and the hope of your child. Next to the parent, the teacher has or ought to

have, the confidence of the child; for he is, for the time being, in *loco parentis.*—What comes from his lips, therefore, they may repeat, and every allusion he may utter. their imaginations may follow out. As you would not, thus, for an egg give them a scorpion, nor for a fish a serpent, give them not for wholesome instruction the seeds of impurity and death. Let the man or the woman to whom shall be entrusted the education of your children in the school-room be pure above suspicion, above the thought of indelicacy."

The Committee of the town of Methuen, offer the following views:

Touching the government of schools, your Committee feel some delicacy about speaking. They believe teachers fail more here than in any other one point. Good order in school they approve as highly as any other person can, but they cannot approve of the means that are used to secure that order. They have noticed that in those schools where the best order obtained, the mildest and kindest means were in use. The teacher respected his scholars, and made them respect themselves. And so far as they have been able to learn lessons of wisdom from experience, they have generally found that harsh and tyrannical measures were calculated to prevent rather than secure obedience. On the other hand, those measures which are conciliatory in their character, and which are calculated to win the affections, operate to lead scholars in the way of obedience; to mould their hearts to love, from which obedience naturally flows.

But before teachers can govern their schools in this way, they must have learned to govern themselves—they must possess a thorough knowledge of themselves and their own powers—they must not be mere striplings, that have leaped into the preceptor's chair for the sake of the honor it confers; but men of moral, intellectual and physical culture, who will reflect honor upon the station they hold; such men will not only be able to govern their scholars, but instruct them. They will be able to adapt their instructions to the capacity of the learners, and to make them understand what they seem to know. Instead thereof, we frequently have now those who engage in the business of teaching for the same reason that others do in peddling, solely for the sake of the money. They have no love for the employment, no sympathy for their scholars, no concentration of their minds upon the business."

FEMALE TEACHERS.

Extract from the report of the City Superintendent of New York:

"In this responsible sphere of usefulness woman claims, and with propriety holds, a prominent position. There is something in the employment of the teacher which makes it a drudgery in the eyes of many young men. Their temperament, their mental constitution, and their moral impress are not of that order which fit them to endure the disciplinarian perplexities of the school-room. Points of weakness in the character of teachers are quickly detected by the pupils, and they are as quickly exhibited by the instructor, unless he be on a watchful guard of his every word and act. This self-control is of course a sign of strength, and he who maintains his position when surrounded by the frequent temptations of the school-room, has achieved his triumph. But all men are not so constituted, and though well qualified as regards their literary attainments, they are apt to become wearied, disaffected, and repelled from the profession. The female teacher, however, goes into the school-room with a natural fitness, both mental and moral, which adapts her to control the tempers and the affections of the young. The levity and rudeness which would delight in a school-boy triumph over the master, is disarmed and subdued by the presence of the female teacher, while the gentleness and quietness of the other sex, wins the homage of kind and respectful deportment and attention.

It is in this sphere, where the power of the domestic affections calls so earnestly upon the sympathies of both teachers and taught, that the female is so well adapted to labor, and to distribute her influence. In the school-room, distilling the gentlest and most valuable influences over thousands of minds, leaving salutary impressions upon the young hearts of those who are taking their active part in the strife on the

great stage of action offered by Americah citizenship—in answering the inquiries and directing the thoughts of the future arbiters of our destiny,—in inspiring the young hopes and implanting the purposes of nobility, virtue and honor—in such labors thousands of our daughters must sooner or later be employed."

TEACHERS AND PARENTS.

Extract from the Report of the School Committee of Dedham, Mass :—

"The assortment of teachers in the land is a curious study generally, and to a School Committee particularly. Some are foamy as the bubbling brook; others, like water, deep and still. Some seem to have eyes before and behind. Some seem to have no eyes, either before or behind. Some have all sorts of knowledge without system. Some, all sorts of systems, without knowledge. Some are facile to glide into a child's mind, like music. Some will storm away at the portal, till all the ideas within are frightened into perfect panic. We have them too quick and too tame; too stern and too plastic. Some vaulting into the saddle of ambition, and some fit only to be saddled. We state this, also, as a general proposition. The remark may *not* apply to our teachers. They *may* apply. Whether we employ any such or not, we find specimens of each class every year, seeking employment. Nor do we mean to speak disparagingly of the profession. We honor it. We defend it. We encourage it. And we encourage others to honor it.

"The position of the teacher demands great consideration.

"First, he comes to the ordeal of an examination. The Committee are all strangers, and are supposed to be savages, too. They place the poor victim on the rack, and turn the wheel. They ply him with questions as mercilessly as the hail falls on the grain field. They drive him all over the earth in geography. They corner him in all sorts of dilemmas in arithmetic. They jump him in all manner of spelling. They pace him in all manner of reading. At last they sit in awful conclave, to determine what disposal shall be made, if anything remains to be disposed of.

"'Yes, you may have a certificate, and begin to-morrow.' Forty scholars now begin their scrutiny, and speculate on the new master, as those of a larger growth speculate on the character of a new presideut. The teacher, too, is doing the same with those forty. How many of them are brilliants of the first water? How many silver and gold? How many lead and clay? What proportion crabbed? * * He organizes his school. A few weeks elapse, and on the gentle winds the gentle murmur floats of some disaffected parent. Bye and bye the tone comes nearer and fuller; and presently, as the blast of a hurricane, clatters at the very portal of his ears. Party lines are formed, one for, the other against; boreas on one side, a tropical sun on the other. Why! the Committee are bound for humanity's sake, to protect him. We endeavor to do so, for his sake, for the sake of the school, for the sake of the neighborhood, and for our own sakes. Sometimes he is hard pressed by forty scholars and eighty fathers and mothers. Shall we leave him alone? It is not our wont to do so. We keep him if we can till the end of the term, because it is better than the breaking up of the school.

"There is another and very cogent reason why we should retain our teachers as long as may be. Where human affections are perpetually interrupted, the heart is imperceptibly acquiring a cold indifference in its social affinities. The young child learns not to love an object liable to be lost at any moment- But let time be allowed, let affection be permitted to entwine around a teacher, and the moral influence is worth very much to the future character of the child. What is there more pleasant thad to meet in latter years of life one who was daily with us in our youth, patient, gentle, and anxious to shape and mould us into intellectual and moral beauty? The faithful teacher once interested in his pupils by long acquaintance, retains that interest to his dying day. These considerations should have great weight, and induce us to sustain liberally and encourage kindly those whose influence may be made to effect so much good. * * * * * * *

"These thoughts bring us very naturally to the subject of co-operation between parents and teachers. They are not necessarily antagonisms in society. Each has

at heart the interest of the same object, but in departments usually quite different from each other, The one feeds and clothes. The other educates. * * * * Let the two be distinct, and let each sustain the other. Let the parent see that the child is at school always, and always in season; and let it be encouraged to a rigid and cheerful obedience, to the laws of the school. Let the teacher inculcate lessons of filial obedience, so that there shall not be two discordant, but two consentaneous voices, each as far as possible commending the other's course.

"Concert of action is the secret of success. A discerning child yields readily to a uniform government. * * * * * The good teacher deserves and well earns a cheerful smile and a cordial hand from every parent. The cold shoulder and the pinched lips freeze his very soul.

TEXT BOOKS, &c.

"There is one evil incident to the great market for school books in the United States, which is in some respects, as perplexing as it is important. It has engaged the attention of some of our ablest men, who have endeavored to remove the difficulties, and to organize some plan which shall be worthy the confidence of the people and the friends of education in the whole country. The evil to which reference is had is the rapid and constant increase of books designed for use in schools. It is to be expected that men of cultivated and active minds will find employment to a greater or less extent in the department of education; yet while our presses are throwing off, almost every day, some new school book, the majority of them can hardly be said to possess any sterling value, and certainly no special claims to favor. Many of them are but the re-issues, in transpositions and re-arrangements, in altered words and phrases, of better books, which have served as the basis for the new work. *

"The truth of these remarks will be found warranted by the fact, that there are now used in the schools under the care of this Board, a great variety of books, which certainly cannot fail to be productive of some annoying if not evil consequences. * * * * * * * * * * * * *

"These books are of several grades, some being elementary and others more advanced, but even on a critical classification, it must be confessed that there is too great a diversity in our text books, to harmonize with that uniformity which should characterize a homogeneous system."

REPORT OF BOARD OF EDUCATION OF NEW YORK CITY.

"School Committees and Teachers are exposed to much annoyance from book agents. Their importunities for patronage are so urgent and persevering, that it is difficult to get rid of them, except by yielding to their wishes. And in furtherance of their mission, they sometimes intrude themselves into the schools, without the knowledge or consent of the Committee, to the no small interruption of the exercises, and even make use of means to get their books introduced without the action of the Committee, especially in remote districts. * * * * The only safe rule on this subject is, that no agent shall ever enter a school room without being accompanied by some one of the Committee, or having their consent in writing, and that no book shall be used in any school, that is not placed on the list of books adopted, by *an express and recorded vote of the Committee.*"

REPORT OF SCHOOL COMMITTEE OF SPRINGFIELD.

"The privileges of a High School are not only brought within reach of each district, but of all classes of community, and are actually enjoyed by the children of the same age, from families of the most diverse circumstances as to wealth, education and occupation. Side by side in the same recitations, heart and hand in the same sports, pressing up together to the same attainments in knowledge and character, are found the children of the rich and the poor,—the more and the less favored in outward circumstances, without knowing or caring for the arbitrary distinctions which classify and distract society.

"But for the existence of the High School, full three-fourths of those who have been its pupils would most probably never have enjoyed the opportunity of receiving

more than the lowest rudiments of knowledge. These are the results which should surely commend the High School to the calm judgment and decided support of the great mass of the community, and indeed of every philanthropist."

"The influence exerted by the establishment of the High School has been very marked and beneficial. It has caused a generous emulation and elevated the standard of education. It has produced a greater degree of thoroughness, and a better attendance in the common schools. It opens to the poorest child an avenue by which he can be admitted to the realms of knowledge, not as a *charity* but as a *right*. It opens to, all those advantages which heretofore money alone, or humiliating dependence could obtain.

"Our public High School has been in operation about ten years, and has during the whole of this time, been highly useful in many ways. It has been a stimulus to exertion to the scholars of the lower schools, and has furnished us with well educated teachers in our common schools.

"The influence of the High School is decidedly manifest in elevating public sentiment in reference to the advantages of common schools and the value of general education. It presents also a powerful and abiding stimulus to the scholars in the lower schools to greater dilligence and effort to qualify themselves to gain admission, so that even our grammar schools now, are far better than our best schools, public or private, before this system was introduced. The effect is also visible in removing the necessity for private schools; and the children of all classes now vie with each other on a common level for elevation, and the only ground for distinction is good scholarship and correct deportment. Nor can the benevolent mind contemplate without satisfactiou, its results in imparting a gratuitous edueation of an elevated character to hundreds of children whose means are totally inadequate to secure it in private schools.

"It takes the children of the people and sends them out into life endowed with such eminent advantages of education, that they will be a blessing to society, adorning their varied pursuits with intelligence, enriching them with their discoveries, elevating and equalizing the rank and respectability of their widely different occupations, making industry honorable, and securing to labor its proper dignity. It will bring out genius that otherwise might be lost forever. It will pick up perhaps out of the kennels of society, many a gem of priceless value and will polish it and set it on high, that it may shed its lustre upon the world."

EXTRACT FROM REPORT OF SCHOOL COMMITTEE IN OHIO, ON HIGH SCHOOLS.

Dr. SEARS, Secretary of the Mass. Board of Education, in reference to High Schools, says:

"High Schools have sprung up rapidly in all parts of the Commonwealth within the last six years making the number about eighty.

"Nor is that which is gained in the wider distribution of the privileges of a higher education counterpoised by any deterioration of its quality. We have the testimony of gentlemen connected with the colleges, that from the time they began to receive students from these recently established High Schools, the classes coming under their care have been actually improved; that the young men brought forward in these schools have generally manifested superior energy of mind and of will; and that even in those cases where their knowledge of Latin and Greek was found less accurate than that of other students, the reverse of which was generally true, they still possessed a greater amount of general knowledge, and various culture, and constituted on the whole a better class of students.

"The effect of this order of schools in developing the intellect of the Commonwealth, in opening channels of free communication between all the more flourishing towns of the State and the colleges or schools of science is just beginning to be observed. They discover the taesures of native intellect that lie hidden among the people; make young men of superior minds conscious of their powers; bring those who are by nature destined to public service, to institutions suited to foster their talents; give a new impulse to the college, not only by swelling the number of their

students, but by raising the standard of excellence in them; and finally give to the public, with all the advantages of education, men who otherwise might have remained in obscurity or have acted their part struggling with embarrassments and difficulties.

"Another effect of this liberal policy is, that it gives the schools themselves a place in the estimation of the people, which they never held before. We need not go back many years to find a prejudice against the public schools and in favor of academies and private schools. The latter were regarded as more respectable; and many families gave their money and their children to them, as being designed for a more select class. Now the case is reversed. There are no better schools in the Commonwealth than some of our public high schools, and to these, families of the highest character now prefer to send their children. This makes our schools common in the best sense of the word, common to all classes, nurseries for a truly republican feeling, public sanctuaries, where the children of the Commonwealth fraternally meet and where the spirit of *party* and of *caste* can find no admittance."

TABLE NO. 1.

SHOWING AMOUNT OF INCOME APPORTIONED.

COUNTIES.	1851.	1852.	1853.	1854.	1855.	1856.
Bad Ax,	$ 83 03	162 72	204 75	452 88	715 64	1141 00
Brown,	757 71	722 40	706 95	1113 12	1389 43	1468 60
Calumet,	191 08	273 60	310 95	642 96	858 13	966 70
Columbia,	1213 56	1476 96	1637 55	3191 04	4237 52	4578 70
Crawford,	152 97	188 16	191 25	485 28	613 41	912 80
Dane,	2737 11	3272 16	3587 85	6567 12	7841 50	8312 50
Dodge,	3214 80	3322 56	3414 60	6212 16	8063 68	8485 40
Fond du Lac,	2133 88	2504 16	2652 40	4595 04	5837 05	6349 00
Grant,	2527 73	2780 64	2813 40	4888 08	5981 95	6246 10
Green,	1363 98	1845 60	1853 55	3211 92	3858 36	4076 10
Iowa,	1190 18	1688 16	1723 95	3063 60	3698 97	3659 60
Jefferson,	2555 17	2738 40	2805 30	5022 72	6282 22	6087 20
Kenosha,	1951 96	1868 64	1793 25	3019 68	3629 74	3322 90
La Fayette,	1431 57	1984 80	1999 80	3378 96	4219 81	3970 40
La Crosse,	24 39	11 04	150 30	302 40	660 10	858 20
Manitowoc,	85 88	415 20	571 50	1233 36	1995 59	2702 00
Marquette,	778 55	1333 44	1279 80	2593 44	3635 38	3721 20
Milwaukee,	4998 55	4972 80	5047 65	9128 88	10576 09	10459 40
Outagamie,	179 90	373 44	410 85	702 00	1002 22	1066 80
Racine,	2485 04	2741 76	2849 85	4855 68	5789 56	5310 20
Richland,	143 82	218 88	255 15	514 08	753 48	1153 60
Rock,	3804 30	3702 24	3764 25	6320 88	7591 15	7734 30
St. Croix,	19 31	140 64	90 45	174 96	287 38	347 90
Sauk,	703 33	905 76	1040 85	2048 40	2836 01	3276 00
Sheboygan,	1480 86	1814 40	1999 35	3605 76	4636 80	5034 40
Washington,	3061 32	3721 92	2362 05	4039 20	5063 45	5131 70
Walworth,	3370 81	3406 56	3158 10	4975 92	6137 32	5737 90
Waukesha,	3261 05	3595 20	3560 85	5848 56	6924 61	6463 80
Winnebago,	1179 51	1441 92	1426 05	2765 52	3632 16	4028 50
Waupacca,		79 68	139 15	497 52	660 90	947 80
Adams,			58 50	285 84	743 82	1383 90
Marathon,				23 04	74 86	67 90
Oconto,			135 00	230 40	358 22	322 00
Ozaukee,			1566 00	2928 24	3479 21	3533 60
Portage,			71 55	152 64	383 18	498 40
Polk,				51 12	86 13	
Pierce,			23 40	70 56	106 26	244 30
Waushara,					1033 62	1241 80
Chippewa,					62 79	123 90
Jackson,					107 87	133 00
Trempeleau,					60 37	98 70
Buffalo,						175 00
Douglas,						45 50
Monroe,						354 20

TABLE NO. 2.

SHOWING AMOUNTS OF TAX RAISED IN EACH YEAR, FOR SCHOOL PURPOSES.

COUNTIES.	1849.	1850.	1851.	1852.	1853.	1854.	1855.
Adams,	$				135 00	779 00	634 55
Bad Ax,			82 24	96 49	123 00	262 82	433 11
Brown,		53 00	773 19	585 10	593 98	662 82	773 66
Calumet,		175 45	149 12	151 48	206 00	347 10	440 03
Chippewa,						487 50	
Columbia,	575 00	1647 41	2693 26	2839 15	2761 92	3673 29	5992 61
Crawford,		185 00	241 65	187 58	196 28	320 47	404 83
Dane,	1509 67	2828 50	1630 61	1662 00	1813 00	3244 37	3920 81
Dodge,	1166 10	5667 58	1607 40	1686 28	1768 10	3159 53	4037 83
Fond du Lac,	342 29	4693 77	2205 47	1250 07	1326 77	2297 52	2918 61
Grant,	687 00	1400 56	1263 92	1395 07	1418 25	2475 20	5981 95
Green,		1276 81	730 00	943 00	930 00	1615 00	1920 20
Iowa,	52 00	1267 71	1681 69	1601 19	920 18	1802 69	3671 62
Kenosha,		2599 92	2480 69	2682 26	2586 44	3161 73	5614 02
Jefferson,	1125 21	2763 43	1442 77	1380 00	1809 56	2945 15	3141 37
Monroe,						40 32	698 10
La Fayette,	133 00	1089 99	936 67	1245 00	1022 00	1900 00	2192 91
La Crosse,			133 88	402 83	309 11	340 84	315 48
Manitowoc,	650 00	790 96	264 16	575 64	551 64	593 85	1044 73
Marquette,		1072 95	1817 55	1200 00	1530 66	1435 48	1832 08
Marathon,					75 00	454 50	
Milwaukee,	1602 75	1782 80	7456 87	7535 64	7813 70	7412 02	9837 04
Outagamie,			528 37	501 34	337 72	652 84	1008 92
Oconto,				200 00	80 00	170 00	280 00
Portage,		65 00		111 80	200 12	288 52	209 64
Racine,	3777 43	2114 48	1694 47	2356 31	2661 83	3259 64	3521 43
Richland,			368 57	297 89	187 14	313 85	782 25
Rock,	938 61	6128 37	3279 35	4048 20	4369 80	5118 23	6321 07
Sauk,		434 20	1405 59	1111 71	782 80	1415 91	1391 92
Sheboygan,	1307 00	2219 01	1742 70	2562 97	2850 38	3008 65	3230 45
Walworth,	1626 79	6484 04	1685 71	2191 62	1578 43	2496 00	3068 66
Washington,	547 00	1054 99	1587 91	1840 99	1522 71	2019 60	2531 73
Waukesha,	812 57	2297 48	1730 63	1797 60	1775 24	2924 28	3402 34
Waushara,				268 00	306 13	560 24	1128 33
Waupacca,				144 90	275 00	461 28	736 62
Winnebago,	130 00	1359 97	1888 05	1584 59	2412 82	2629 65	2887 83
St. Croix,		8 00	64 08	85 18	198 60	388 87	265 22
Trempeleau,						112 41	19 19
Ozaukee,					835 60	1181 27	1735 39
Polk,					130 00	100 00	
Pierce,					13 64	437 69	100 00
Jackson,					37 80	40 00	196 70
Douglas,							1150 00
Shawanaw,							419 34

TABLE NO. 3.

SHOWING NUMBER OF DISTRICTS IN EACH YEAR.

COUNTIES.	1849	'50	'51	'52	'53	'54	'55	COUNTIES.	1849	'50	'51	'52	'53	'54	'55
Brown,	6	25	17	17	15	16	28	Washington,	112	114	126	146	91	91	89
Calumet,	9	7	13	17	17	21	25	Waukesha,	81	101	100	99	85	88	83
Columbia,	41	71	82	91	98	110	109	Winnebago,	38	53	47	50	.59	58	67
Crawford,	16	20	9	11	13	13	21	Kenosha,		61	57	58	54	54	57
Dane,	97	88	153	213	164	160	169	Richland,		10	14	18	21	27	45
Dodge,	132	135	147	133	134	142	138	Bad Ax,			7	8	11	13	37
Fond du Lac,	78	101	106	114	119	125	120	La Crosse,			2	19	12	15	24
Grant,	89	95	100	109	108		113	Ontagamie,			19	21	23	23	31
Green,	70	74	79	82	83	94	93	Waupacca,			8		17	22	32
Iowa,		51	61	58	62	58	71	Oconto,				5	5	7	5
Jefferson,	78	88	91	89	99	93	178	Waushara,				11	33	30	42
La Fayette,	61	64	69	69	71	77	73	Adams,					14	32	52
Manitowoc,	7	3	23	33	39	46	62	Marathon,					2	5	5
Marquette,	39	50	76	62	74	82	84	Ozaukee,					49	54	51
Milwaukee,	66	62	66	64	64	65	60	Polk,					3	4	
Portage,		2		2	10	21	21	Pierce,					3	1	5
Racine,	123	69	54	66	66	67	58	Chippewa,						4	2
Rock,	99	104	104	114	115	108	121	Jackson,						5	7
St. Croix,	1	2	3	6	5	9	10	Monroe,						8	15
Sauk,	26	37	37	43	53		81	Trempeleau,						3	3
Sheboygan,	53	71	72	79	85	86	91	Douglas,							2
Walworth,	108	100	104	98	92	96	97	Shawanaw,							2

A BILL FOR AN ACT TO ESTABLISH TEACHERS' INSTITUTES.

SECT. 1. Whenever reasonable assurance shall be given to the State Superintendent of Public Instruction, that a uumber not less than fifty teachers of common schools shall desire to assemble for the purpose of forming a Teacher's Institute, and to remain in session not less than ten working days, the said State Superintendent, or in case of his inability, such person or persons as he shall delegate, shall appoint a time and place for said meeting, make suitable arrangements therefor, and give due notice thereof.

SECT. 2. For the purpose of defraying the expenses of rooms, fires, lights, attendance, or other necessary charges, and for procuring teachers and lecturers for said Institute, the said State Superintendent may draw upon the Treasurer of the State for a sum not exceeding two hundred dollars for any one Institute, from such funds as may be in the Treasury, under the general warrant of the Governor for that purpose.

SECT. 3. To meet the expenses aforesaid, the Governor is hereby authorized to draw his warrant upon the Treasurer for a sum not exceeding one thousand dollars per annum, to be taken from the income of the School Fund, and to remain in the Treasury subject to the drafts provided for in the second section of this bill.

A. CONSTANTINE BARRY,
STATE SUPEINTENDENT OF PUBLIC INSTRUCTION.

BELOIT PUBLIC SCHOOL.

LETTER FROM THE CIRY SUPERINTENDENT.

Our city is divided into two school-districts, in which the schools are conducted entirely independent of each other, so that as yet, we cannot hardly be said to have a "school system."

In District No. 1, upon the east side of Rock River, the school is now under the charge of Mr. James H. Blodgett, a graduate of Illinois College, whose salary is eight hundred dollars per year. One of his assistants receives six dollars per week; three receive seven dollars each, and one receives eight dollars. The school house is a three-story brick building, 35 feet by 52, and cost, five years ago, about five thousand dollars. It is warmed by means of a furnace, is papered and painted within, and furnished with common wooden desks, designed for two pupils each. The upper room will accommodate one hundred pupils, and each of the other two, one hundred and thirty. The recitation rooms are very small and there is only one adjoining each large room.—Though this building may have been all that was necessary at the time of its erection, it certainly comes far short of meeting our present wants.

In District No. 2, there has been no public school since last Spring, until within a few days, in consequence of the sale of the old building, and the erection of a new one, which has but just been completed. This is built of stone, is 60 by 70 feet in size, three stories high, and modeled nearly after the "Racine High School" building. It cost about twelve thousand dollars. The upper room is to be furnished like the second, with the "Hartford School Desk" (I believe), the ends of which are cast iron, and the woodwork is attached by means of screws. Each desk is designed for two pupils. The house is warmed by means of stoves, and will accommodate about five hundred and thirty scholars,—one hundred and eighty in the lower room, one hundred and fifty in the second, and two hundred in the third,—but the latter is not yet furnished, so as to be occupied. There are two large recitation rooms adjoining each schoolroom, and at present, six teachers are employed. Mr. N. W. Hodge, who was formerly a teacher at Oberlin, has been appointed Principal, with a salary of eight hundred dollars. Four of his assistants receive six dollars each, and one receives seven dollars per week.

The prospective prosperity of the schools is quite encouraging, but we have not yet attained to a very high standard. We very much need a change in our school system.—if such it may be called,—as the present laws are not adapted to the educational wants of this community. I hope that not long hence, both of the schools may be brought under the direction of one Board of Education. so that they may not be conducted with so little reference to each other's wants and interests. In haste, your ob't servant,

JAMES W. STRONG,
Sup't of Schools for City of Beloit.

SHEBOYGAN PUBLIC SCHOOLS, TECAHERS, SCHOOL HOUSES AND SCHOOL PROGRESS.

EXTRACT OF A LETTER.

The principal of our school is engaged on a salary of $900 per annum, and has five assistants each receiving for the first term, $6 00 per week.

We have but one school house though others will soon be needed—indeed are now needed. This building is of brick, 54 by 72 feet, two stories high. On the

first floor a hall runs through the center. The west half of the lower floor was designed for a lecture room, but I think must be used next term for a school room. The east half is divided into two rooms, with a narrow hall between them. These are occupied by the first and second divisions of the primary departments.

The second floor has two main rooms with recitation rooms opening from them. They are occupied by the intermediate and higher departments.

These rooms are all furnished from the School Furniture ware rooms of S. Wales, Boston, with oak chairs and cherry desks, fastened in place by iron standards: very neat and convenient. The cost of the building finely painted and grained, with the furniture, fences, &c., exclusive of the cost of the lot on which it stands, will be something over $8,000. The thorough and substantial manner in which it is done is greatly to the credit of the contractor, A. L. Weeks, Esq., of this place. It is the cheapest building of its kind I presume in the State.

Hitherto our schools have been in a low and discouraging condition. The present term opened in the new house with very favorable auspices; the scholars are enthusiastic, the teachers skillful, and prospects very hopeful. Our people are in earnest to have a school of the highest character. There are three hundred and twenty scholars at present in attendance, with a prospect of a large increase from the city and from the towns in the county. Yours, very respectfully,

CHARLES W. CAMP.

WHO MAY VOTE AT DISTRICT SCHOOL MEETINGS IN KENTUCKY.—The Kentucky Revised Statutes, 1852, ch. 88, "Schools and Seminaries," Art. 6, Sec. 1, contain the following provision:—"The qualified voters of each District shall be the electors, and any widow having a child between six and eighteen years of age, may also vote in person, or by witten proxy."

SCHOOL BOOKS.

Every school should have on its teacher's desk, a large Dictionary, not only of Words, but of Geogrophical names, of Arts and Sciences, of Mythology, and of Proper Names. It should have good *Maps*, not School Atlases, but *large*, and *complete Maps*. It should have the best manuals of science, such books as Herschel's Astronomy, Lardner's Natural Philosophy, Stockhardt's Chemistry. In other words, it should have all the appliances for solving whatever obscure point might arise in the reading lesson, in the history lesson, in whatever lesson; and no teacher should regard his class ready for recitation until every point which could start a collateral question had been thoroughly cared for, and the pupils had traced all doubtful matters as far as the books of reference at their command should allow them. No term should be allowed to pass undefined, no name of a place should pass without being found upon the map, no historical character, without such remembrance of his life being repeated, as the Biographical Dictionary would furnish. Teachers, do you not neglect this? And are you not best pleased with the text books which accomplish all this for you?

But you will say, we have no books of reference in our school. To this we would answer, do not rest until you have them. If you are not able to present your school with such a library, and the town is unwilling to appropriate money for one, go with a paper in your hand, and solicit of wealthy men in your town or district, twenty or thirty dollars for such a purpose.—*N. H. Journal of Education.*

Editor's Department.

CORRECTION.—The article in tho December No. of the *Journal*, "The use of the Beautiful in Education," should have been credited to the *Massachusetts Teacher*.

☞ Some delay occurred in mailing part of the December No's. of the *Journal*. We hope this delay will not be attributed to neglect; it was one of those mistakes which will sometimes occur, and which we shall endeavor to avoid in future.

A WORD TO TOWN SUPERINTENDENTS, SCHOOL DISTRICT CLERKS, AND TEACHERS.

The primary object of this Journal, is to benefit the common schools of the State; in order to do this, the co-operation of school officers and teachers, is indispensable. That the benefits which this Journal are intended to confer, may be more fully realized, requires some systematic effort on the part of Town Superintendents and school district clerks. We take the liberty therefore to suggest, first to

TOWN SUPERINTENDENTS.

By the provisions of an act of the Legislature approved March 19th 1856, the State Superindendent of Public Instruction, is authorised to subcribe for one copy of the *Journal* for each Town Superintendent in the State; also one copy for each school district clerk. Our list of names of the district clerks in many towns is quite imperfect; in some instances, we have not obtained the names of the clerks at all, and have only the whole number of districts in the -own. Our chief reliance is on the Town Superintendents for information, as to the number of school districts in each town, and the names of the district clerks A majority of the Town Superintendents have furnished us with full lists; some have failed to do this. In every case, where it has not already been done, Town Superintendents should furnish us with a complete list of the number of school districts in their towns; the names of the district clerks; the No. of the district to which each clerk belongs; and the post-office address of each clerk. It would also be well for Town Superintendents to see that the district clerks get the *Journals* which are directed to them from the post-office. Sometimes district clerks have labored under a misapprehension as to the intent for which the *Journal* is sent to them; in some instances, the *Journal* has been refused by the district clerks, because they supposed by receiving it, they would be regarded as subscribers, and consequently obliged to pay for it. Errors of this kind are not strange, because the laws of the session of the Legislature, containing the provision for furnishing district clerks with the *Journal*, have not until quite recently been distributed in the State.

SCHOOL DISTRICT CLERKS.

The law requires, that each district clerk shall procure each volume of the *Journal* to be bound at the expense of the district, and kept in the district library, subject to the library regulation. It would be well for each district clerk, to accommodate the teacher in his district with each number of the Journal for the purpose of reading it, provided the teacher is not already a subscriber for it. The reading matter of the Journal, is intended to interest and benefit teachers more than any other class of persons. If it fail to reach the teachers, one of the principal objects it is designed to accomplish, is not gained.

TEACHERS.

Every teacher in the State, who is really in earnest to succeed in the business of teaching, should take the Wisconsin Journal of Education, or some other periodical devoted to common school education. If a professional man should undertake to establish himself in the business of his profession, and neglect to avail himself of books or periodicals devoted to the business of his calltng, he would very likely fail to gain the confidence of an intelligent community. The lawyer after having been admitted to the bar, needs to keep himself continually posted in the latest judicial decisions. The physician must keep himself advised of the progress of medical science, if he would acquire eminence in his profession. The intelligent mechanic, is quick to adopt new improvements in the line of his business, and is ever ready to gain information from each new discovery.—The well informed farmer, reads with interest

his agricultural Journal; carefully notes each new improvement in agricultural science, and appropriates it as far as possible to his benefit. So the teacher should avail himself of all the means of information within his reach pertaining to his occupation. But if he is indifferent to the progress of improvement made in the school room: if he does not care to learn the most successful methods of imparting instruction in the different branches of science, which the experience of active teachers is continually unfolding, and a knowledge of which is gained by reading educational journals, then there is but little hope of his ever rising to eminence in his profession.

A LAW SUGGESTED.

The plan of dividing a large village into a number of separate school districts, is now very generally disapproved. The organization of districts containing a large population, conduces to the erection of better school buildings; better school apparatus and furnishments; the employment of better teachers; better classification of scholars, and a greater concentration of influence of the right character. It has however been found inconvenient to organize a district embracing a population of some thousands, under the present common school law of the State; hence special enactments for this purpose are obtained from the Legislature.—Our school law does not make all the necessary provisions for the proper organization and management of large graded schools; the law contemplates but one day in the year, on which the general affairs of the school are to be regulated and provided for. It is true special meetings are allowable, but the manner in which they are required to be notified, is almost impracticable in a large population. Besides, five hundred or a thousand voters assembled in a school district meeting, cannot be expected to transact business as calmly and deliberately as a proper board of education, chosen by the electors of the district, to represent its interests. It would be quite as convenient for a population of such numbers to meet en masse, to enact ordinances and to determine all the regulations of an incorporated village or city.

In view of what has been stated, it is suggested that a general law under which large districts might be organized, without resort to special legislation, would be a public benefit. The constitution of the State, contemplates the enactment of general laws with the view to avoid special legislation; and the legislature has to some extent provided statutes, under which corporate bodies may be organized. It would seem that a general law, allowing the organization of school district boards, with properly defined corporate powers, would prove highly serviceable, and prevent much inconvenience. The friends of education will consider this suggestion.

COMMON SCHOOLS AND SELECT SCHOOLS.

Common schools and select schools, are not calculated to be mutual helps to each other, where both are located in the same neighborhood or district. The free common school, contemplates the indiscriminate education of the masses of the people; it recognizes the equality and rights of humanity in accordance with the fundamental principles of our government.—The select, or private school, dispenses its benefits more in accordance with the pecuniary ability of its patrons, and relies chiefly for support on what is termed the "better classes of society." A few wealthy families, or at least possessing the show of wealth, living contiguous to each other, are sometimes seized with a hallucination, that nobler blood courses in their veins, and that they are destined to move in a higher scale of being, than their poorer and less favored neighbors. The idea of something more exclusive—more select, than the public school, where rich and poor meet on a common level, obtains with them great prominence; the thought of their children being associated with the commonality of the race, is unbearable.

Some persons, excuse themselves for giving their patronage to a private or select school, on the ground that the common school is not what it should be; or that it does not afford the necessary advantages to their children. This kind of excuse is simply selfish, and betrays a want of interest in the general welfare of the community. If the common school is of too low a grade; if its standard is not sufficiently high,

then the men of wealth and influence in the district, instead of resorting to other institutions, should lend their aid, to make the common school what it ought to be. The man who feels no obligation to promote the public good of the neighborhood in which he resides, is devoid of moral worth, and his claim to patriotism is a sham.

The establishment of an Academy or a Seminary in a village, may afford accommodation for the few, but generally proves injurious to the many in its vicinity. The Public School and the Academy, can never stand side by side, and hold alike the confidence and support of the people. If the influence of wealth and fashion be thrown on the side of the Academy, as it generally is, the Public School must inevitably languish and maintain only a sickly existence. The class of scholars which are kept from the common school and sent to the academy, are generally the very kind of scholars which are needed to strengthen and give character to the former. The establishment of separate schools for the education of the more favored classes, tends to create caste—to foster an aristocracy incompatible with the genius of our institutions. As all are ultimately to be weighed in the scale of merit, and by that rule to find their appropriate level, why then, should not all be allowed the same educational advanteges, and the race for the prize be equally open to all? The influence of the men of wealth and character, is indispensable to the success of the public school; withdraw the character and respectability of the community, and the aristocracy of public opinion will wither its usefulness; the teacher will become discouraged and feel that he holds a neglected and despised position; the scholars too, will feel degraded, and lose their respect for the school.

In all our civil codes and political theories, the people can boast of nothing so truly republican, as their public schools, provided they are made what they should be. The standard of education of no public school in a city or in a village of any considerable size, should be below that of the best academies; in short, the public schools in all our large villages at least, should afford all the facilities for acquiring an education, which may be had in ony other institution below the rank of college. This is the true theory of our free system of education.

Under our system of free schools, private or select institutions of learning, meet with less encouragement, than where the common schools are not free. Neverthelesss, in our own State, there is often witnessed an ambitious desire, especially in the new villages which are springing up, to start an academy, or some such institution, even before the common school is fairly organized, and furnished with the necessary accommodation. This hurry and anxiety to start an academy, it is often suspected, does not arise so much from the educational necessities in the case, as from a desire to add value to town lots. Proprietors of village plats, and dealers in corner lots, are shrewd enough to know, that one of the successful methods to give notoriety to an embryo town, and induce New England settlers; is forthwith to put in operation some institution of learning with a sounding name. Although the common school might be made to subserve all the necessities of the inhabitants equally well or better; yet its name is not sufficiently imposing; it is too tame and common place to achieve the object sought to be gained.

The capability of public schools to meet the educational demands of the people, to the extent desired, is exemplified in this State.—It is a fact which should command attention, that in such of our towns where the public school has been rightly appreciated by the people; where it has taken a high standard, and has been managed by properly qualified and efficient teachers, private schools make no progress; indeed, it may be said they have no existence. While there should be no disposition to disparage private or select schools; or to undervalue the good accomplished by seminaries and academies, it is always proper give most prominence, to the first and great essential interest of the people. It is no arrogance to claim pre-eminence for our public schools; they have a right by virtue of the constitution and laws of the State; by the enlightened judgment of men, and the spirit of the age, to assume a position first in rank, among the institutions of the people;—they are the hope of the country—on their success depends the weal or woe of the Republic.

END OF THE FIRST VOLUME.

This issue of the Journal, completes the first volume. The State Superintendent of Public Instruction, having furnished us with his annual report for publication, it was deemed indispensable to have it appear entire in one issue of the Journal. This could not be done in a single number, and we were therefore under the necessity of making this a double number, to accomplish the object desired. It will be observed that a single number of the Journal, contains thirty-two pages of reading matter, exclusive of the advertising pages; this issue of the Journal contains seventy-two pages, being eight more pages of reading matter, than is contained in two numbers of the Journal of the usual size. This explanation accompanying this issue, answering to numbers *eleven* and *twelve* of the Journal, we trust will prove satisfactory to our readers.

Our arrangements for the next volume, will be such, that we confidently expect greater exactness in point of time, in the publishing and mailing the Journal.

TO THE PATRONS AND FRIENDS OF THE JOURNAL.

With this issue of the Journal, which closes the first year of its publication, it is proper to say a word in reference to the past, also in respect to future determinations. The success of the Journal thus far, in its pecuniary interests, has not fallen below the expectations of the early friends of its establishment. A full exhibit of its financial affairs, will at the proper time be made.

At the meeting of the State Teachers' Association in August last, the resident editor of the Journal, distinctly stated his disinclination to assume the responsibilities of the editorial department, and only consented to accept the position, with the understanding that he was to be relieved, as soon as other arrangements could be perfected. No provision was subsequently made for supplying the place, and he has been compelled contrary to his wishes, to discharge the duties of the office. The constant pressure of other engagements, has necessarily allowed him but limited time, to bestow upon the pages of the Journal. The indulgence of the patrons of the Journal, for whatever deficiencies may have appeared in its columns during the past year, is felt and acknowledged. The generous aid also, which has been rendered by contributors, is duly appreciated.

Arrangements will be made for the next volume of the Journal, by which it will receive increased attention in its editorial and other departments, and be made more effective in promoting the object of its establishment.—While the Journal may now be regarded as established on a permanent basis, its friends should not relax their efforts, to give it wider circulation and more extended usefulness. It should be looked upon as educational property of the State, in which every friend of common schools has an interest. Without the aid and co-operation of teachers, school officers and others, it cannot prosper; but with the help of these, it can succeed in achieving desirable results. The people of the State have made noble beginnings; the great educational work has been commenced in almost every new settlement, and in many localities, it is being prosecuted with vigor. Let no one however suppose that the present, is a time for rest, and that the work begun, will go forward with less labor than heretofore. Never was the demand greater than now for earnest effort, to consummate the work so well begun. Let every teacher and friend of common schools, endeavor to make the ensuing year, one of educational progress in the State.

LAWRENCE UNIVERSITY.—The following exhibits the attendance of students during the past year:

Gentlemen in College,	76
" " Prep. Department,	156
Ladies in College,	84
" " Prep. Department,	98
	414

AGRICULTURAL COLLEGE.—The site of the New York State Agricultural College has been fixed near the village of Ovid, Seneca county. Six hundred and seventy acres of land have been purchased for $43,500; average about $64 per acre.

THE NEXT VOLUME.

The first number of the next volume of the Journal, will be issued on the fifteenth of March next in an *improved* form. We are under great obligation to those who have heretofore acted as agents, and hope to have their assistance in procuring subscriptions to the next volume. Besides, we hope there are friends of our enterprise in the State, who thus far have made no special effort to assist the Journal, but who will now make some exertion to enlarge our subscription list. We have no traveling agencies, and must therefore depend upon the friends of the Journal, to aid in giving it circulation. Town Superintendents especially, should assist in obtaining subscriptions; if each town Superintendent would get as many subscribers as there are teachers in his town, it would not only help the Journal, but greatly promote the interests of common schools in his town. For terms of Journal, see first page of cover.

JANESVILLE.

The School Commissioners Report, made to the Common Council of the city, on the 23d of January 1857, gives a very full account of the condition of the city schools. From the report we gather the following facts:

Since the first day of September last, there have been in attendance in all the schools 1,024 scholars; of this number 815, or 78 per cent. have attended daily. The expenses of the schools for the current year, are estimated at $7,092; of which sum $1,500 will be received from the State, and $5,592 raised by tax. Of the expense per scholar, under the present arrangement, the commissioners remark:

"Comparing this estimate with the number of children in attendance upon the schools, it will be seen that the expense of educating each child one year, of 44 weeks, is $5 46; and if we estimate it upon the number of children in daily attendance upon the schools, it will be $6 88; which is little more than one half the amount it costs at a private or select school of the poorest grade, and not half the amount it costs at private schools of equal grade with our public schools.

It appears from the report, that the city is greatly deficient in school room; the seven school houses afford accommodation for 955, out of 2560 scholars in the city, leaving 1610, or 64 per cent. unprovided for. In view of this state of affairs, the Commissioners strongly urge upon the city authorities the immediate erection of more school houses.

STATE SUPERINTENDENT'S REPORT.

The annual Report of the State Suporintendent of Public Instruction, found in this issue of the Journal, is an ably written document and no doubt will be read with interest. It can hardly be expected of us at this time, to notice the various subjects discussed, and suggestions made in the report. Among the recommendations of the State Superintendent, we earnestly invite attention to that portion of the report relating to Normal Schools, and we hope the Legislature now in session, will not adjourn without making some suitable provision for the establishment of a Normal School, *distinctly* as such, in the State. This is an immediate want —an educational necessity, demanded *now*. Good school houses; liberal provision for their furnishment and for the support of teachers, are highly essential; but the elevation of our schools, requires teachers better edated and fitted for the business of teaching.

SHEBOYGAN COUNTY TEACHERS' ASSOCIATION.

The second meeting of the Sheboygan county Teachers' Association, convened in the city of Sheboygan on the 22d of January, 1856, and continued its session three days. A great variety of interesting matter was brought before the Association, and its discussions were highly interesting and instructive. The Evergreen (Sheboygan) City Times says:—

"The meeting was large and spirited, embracing above forty Teachers, and several School Officers and friends of Education.—Eight or nine towns were represented, and altogether the demonstration was a highly encouraging sign of improvement in our schools.

MISTAKEN POLICY OF TAX-PAYERS.

A Superintendent in a rapidly growing village, which already contains a population of over 2,500, writes:

"Our school houses are small, inconvenient and insufficient. At our last school meeting, it was thought best by some of the inhabitants of district No. 1, to raise a tax of five or six thousand dollars, and build a good school house. But there were objections to this, by those who were directly interested, only by way of paying taxes; consequently it was voted down. Instead of a tax of six thousand dollars, there was voted a tax of *six hundred* dollars. The district then applied to their superintendent for a certificate, to allow the raising of the sum so voted; but their humble servant *refused*—thus ended the slx hundred dollar school house project. Both districts in the village, are abundantly able to build school houses worth from six to eight thousand dollars."

The course pursued by the Superintendent in this instance, it seems to us, deserves commendation. The policy of building small school houses in a town, having the population and wealth of the one here referred to, is calculated to throw embarrassments in the way in future years, to the erection of school buildings adapted to a proper school organization. Better wait awhile and start right, than begin wrong and put hindrances in the way to getting right hereafter.

ARISTOCRACY, A HINDRANCE TO DISTRICT SCHOOLS.

A Superintendent residing in a village, containing some twelve hundred inhabitants, writes us, that there is great necessity for a new school house in the place; the present school house accommodation being insufficient for one half the scholars who ought to be in school. Among the chief hindrances to the building of a new house, he says:—

"The greatest obstacle in the way, is a certain aristocratic feeling which some people possess, and who seem to think, that it is unpopular to send children to a *district school*; therefore they throw every obstacle in the way, to prevent the building of a suitable house.—But I trust this aristocratic feeling, will in due time be overcome, and a house erected, costing from three to six thousand dollars."

KENOSHA PUBLIC SCHOOLS: TRIBUTE TO A TEACHER.

The Kenosha *Tribune & Telegraph*, gives a highly favorable account of the present condition of the Public Schools in that city. The teachers in the several departments are represented as being of the right stamp—actively devoted to the work in which they are engaged. At the close of the last term, the scholars in the High School Department, presented the Principal, John G. McKindley, with a silver goblet, purchased by contributions from the scholars of that Department, at a cost of over forty dollars. On the occasion, Miss Mary Barber, a member of the School, presented the gift, accompanied with a suitable address, which was appropriately responded to by the Principal.

JANESVILLE.—The Janesville *Standard* gives an encouraging statement of the condition of the Public Schools in that city. That paper says:

"Within the last two years, our people have been aroused to the necessity of procuring competent teachers, and our school house buildings are equal if not superior to any in the State. Those in the 2d and 4th wards are large and commodious; are constructed of brick, are 32 feet in width by 62 in depth, and two stories high. They are heated by furnaces, and the seats and desks are comfortable and convenient for the scholars.

H. B. COE, who has long been favorably ably known in this State as a teacher, and who during the past two years, has had charge of the intermediate department in the High School building at Racine, has retired from his post. Mr. Coe has been highly esteemed as a teacher, not only at Racine, but also at Kenosha and Geneva. It is hoped that he does not intend to abandon an occupation, to which he has devoted so many years of his life.

HOW TO IMPROVE THE JOURNAL.

The columns of our Journal might doubtless be rendered more interesting, were teachers and school officers, in various portions of the State, to furnish local information in respect to the present condition and prospects of the schools in their respective localities. Any intelligence relating to the progress of educational matters in our young and growing State, is generally read with avidity, and often proves an incentive to greater activity among the friends of common schools. Were a few pages of each number of the Journal devoted to local items of the character alluded to, we are sure it would prove agreeable and instructive to our readers. This can be done, if the friends of the Journal will aid.

MARQUETTE COUNTY TEACHERS ASSOCIATION.—The Teachers of Marquette county met at Berlin on the — day of January, and proceeded to organize a Teachers Association.—The proceedings of the meeting came too late for publication in this issue of the Journal. We regret this, inasmuch as we take pleasure in publishing the transactions of Teachers Associations, as far as practicable, whenever requested so to do.

The Association having completed its organization, elected the following officers:—J. Abbott, President; E. P. Locke, Vice President; J. J. M. Angear, Secretary; M. B. True, Treasurer; E. K. Fay, R. E. Gross, A. M. May, Bsard of Directors.

A number of excellent resolutions were adopted, and the proceedings seem to have been characterized by the right spirit.

PUBLIC SCHOOL EXHIBITION.—We are pleased to learn occasionally, through the medium of the press, and otherwise, that friend Kilgore, Principal of the Madison Public Schools, is pursuing his vocation with marked success.—The Madison *Patriot* speaks of the closing exercises of the last term, as follows: "Never was the old Presbyterian Church jammed more full and overflowing, than on Friday evening last. Much was expected from the Exhibition, by the Public Schools of the city, under the superintendence of Mr. D. Y. Kilgore, but the audience were happily disappointed, the Exercises being far superior to public expectation.

SHEBOYGAN SCHOOL EXHIBITION.—A public exhibition was given by the Sheboygan High School, which is spoken of by the Sheboygan papers as a highly creditable affair, and received with general satisfaction. The Sheboygan Journal remarks:—

"At the conclusion of the Exhibition the audience repaired to the Lecture Room, to partake of an excellent supper, (which, we understand, was prepared by the ladies of this city for the purpose of realizing a sum sufficient to procure a Melodeon, &c., for the use of the School)."

WE acknowledge the receipt of an encouraging letter from R. C. Parsons, of Port Washington.

BOOK TABLE.

MITCHELL'S NATIONAL MAP.—This Map is probably unrivalled in respect to correctness and workmanship. The latest authorities have been consulted and the result is just such a Map as is fit for schools, libraries and offices. See advertisement.

AMERICAN EDUCATIONAL YEAR BOOK FOR 1857. AN ALMANAC, EDUCATIONAL STATISTICS, TEACHERS' DIRECTORY, ETC.

Published by James Robinson & Co., Boston.

PARLOR DRAMAS, OR DRAMATIC SCENES FOR HOME AMUSEMENT, BY WILLIAM B. FOWLE.

Published by Morris Cotton, Boston; J. M. Farrchild & Co., New York, 1857.

PRINCIPLES OF CHEMISTRY, EMBRACING THE MOST RECENT DISCOVERIES IN THE SCIENCE, AND THE OUTLINES OF ITS APPLICATION TO AGRICULTURE AND THE ARTS. ILLUSTRATED BY NUMEROUS EXPERIMENTS, NEWLY ADAPTED TO THE SIMPLEST APPARATUS, BY JOHN A. PORTER, Professor in Yale College.

New York: A. S. Barnes & Co., 51 *and* 53 *John Street.*

This work we have used in the school room, and we are sure that it has rare merit as a text-book. We think those who *use* it will be satisfied with it. It is prepared with reference to the *wants* of schools, and will be introduced as it becomes known.

Several book notices are necessarily deferred until the next month. Do not fail to read our advertising pages.

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